

PalArch's Journal of Archaeology of Egypt / Egyptology

REMEDIAL LESSONS IN ADDRESSING COMMON ERRORS IN WRITING COMPOSITION IN FILIPINO AMONG GRADE IV PUPILS

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Cheryl P. Barredo. Remedial Lessons in Addressing Common Errors in Writing Composition in Filipino Among Grade IV Pupils. – PalArch's Journal of Archaeology of Egypt/Egyptology 17(2), 623-631. ISSN 1567-214X

Keywords: Remedial lessons, Writing composition, Filipino.

ABSTRACT

The study attempted to identify the effective remedial measure among Grade IV pupils of Southern Support Command Elementary School in reducing the common mistakes in writing composition in Filipino. It used a one-shot (pre-experimental) case design involving 50 pupils. In the data analysis, frequency and percentage were used. The results indicated that the grade IV pupils' common mistakes in writing composition in Filipino were tenses of verbs, a form of sentences, and word spelling. The sentence combining method was the most effective remedial step in reducing common errors in Filipino composition writing, as it has the most reduced number of errors with 164 or 17.92 percent. The writing composition methods and their ability to write composition in Filipino were the students' modifications. Filipino teachers may also suggest a phrase-combining approach to use as a remedial measure/intervention to improve Filipino writing composition among grade IV students. Filipino teachers may teach Filipino concepts that fix students' common errors in writing composition in Filipino. Similar studies may be carried out to validate the results of the current study.

INTRODUCTION

The most significant activity among individuals is communication. It is used as a way to express one's feelings, emotions, perceptions, and observations. In business and trade, and other types of human operation, it is also an important tool. To use language to communicate thoughts, desires, intentions, feelings, and knowledge in a written form, a person requires a mastery of different elements (Pamela, 2001).

There are four macro skills in communication, such as reading, listening, speaking, and writing. Speaking and writing are the constructive skills that are most required in communication for a person to become effective.

Writing is a structured way to communicate thoughts and emotions (Baraceros, 2012). To suit the intent of the writing act, it involves selecting and organizing ideas. Students begin learning to communicate in written form when they start to connect at the school level. Among other language abilities, the writing ability is the most complicated one. In a tricky situation, a native speaker of the English language can often encounter complications. Essentially, writing skills require a well-structured way of expressing ideas in an organized and prepared manner (Braine & Yorozu, 1998).

It is common to understand that it is difficult for pupils and students to communicate their Filipino writing ideas. One explanation is that Filipino is a second language to many of them, and in any human interaction, they do not use it as a means of medium regularly. Therefore, learners are unable to develop their ability to write in the Filipino language.

Filipino teachers intend to equip their students with Filipino writing skills to accomplish the Department of Education's desired skills. Also, it trains pupils to become successful authors, which will ultimately be a good opportunity for potential jobs.

The researcher attempted to examine the efficacy of the remedial measures/strategies in reducing the common errors in writing Filipino composition, hence this report, to help students develop their writing skills.

Statement of the problem

This study was conducted to determine the remedial lessons as measures in identifying the common errors in composition writing among Grade IV pupils of Southern Support Command Elementary School. Specifically, it sought to answer the following questions:

1. What are the common errors in composition writing of the grade IV pupils?
2. What are the effective strategies/remedial measures used to improve the writing skills of the Grade IV pupils in terms of:
 - 2.1 Use of the writing process
 - 2.2 Strategy composition model
 - 2.3 Use of contextual clues and
 - 2.4 Sentence-combining approach?
3. What are the changes achieved in writing composition in Filipino after using the remedial lessons/strategies to Grade IV pupils?

Review of related literature and studies

Writing competence is a fundamental prerequisite for improved academic success and other tasks related to writing presentations (National Assessment of Educational Progress, 2002). It is widely considered to be one of the most demanding skills for

foreign language learners. Writing is thus a field marked by a significant divergence between study and practice.

At the moment, native speakers experience difficulty expressing a strong written order. (In 2002, Johnstone, Ashbaugh, & Warfield). ESL teachers incorporate writing skills in the syllabus because this is an essential component of students' academic performance. (Kellogg, 2008) since writing helps me strengthen the grammatical structure, ii) develop the students' vocabulary, iii) and support other language abilities such as reading, listening, and speaking. Performance in writing is used at the school level for various purposes. They provide assistance inside and outside the classroom to the students, granting a score, and selecting students.

In their English essay writing, students' common grammatical errors were established by Mohammad & Hourani (2008). This included five schools on the UAE's Eastern Coast. The research included 105 students and 20 educators. The findings indicated that passivization, verb tense and form, subject-verb agreement, word order, prepositions, articles, plurality, and auxiliaries were the most common grammatical errors among student essays. The results also showed that male secondary students' English writing skills in state schools in the UAE need further reinforcement and growth.

Ancheta & Simagala (2017) claimed that every EFL teacher expects students' written composition to be error-free and follow the inverted writing pyramid. This study's respondents 3 Pre-IP Semester 1 and 2 students and PSPP Faculty of Foundation Studies students. The students' final written compositions were randomly selected as input for the analysis using the Sloven Formula. Based on the outcome, it was shown that the students' typical grammar mistakes at level 3 were: subject-verb-agreement, the tense of the verbs, the structure of the sentence and word order, usage of articles and preposition, punctuation and capitalization and spelling. Two factors are caused by the students' grammar errors, as seen in their written composition; direct and indirect factors.

Abderraouf (2010) investigated EFL students' writing difficulties and typical errors in English writing. At the University of Bejaia, there were 26 randomly chosen third-year students — English respondents. The mixed approach was used; the results showed that most students faced vocabulary, grammar, and academic style difficulties. The study showed a high level of spelling, capitalization, punctuation, and vocabulary errors occurring.

In Alshagra basic level schools for boys and girls grade eight in Sudan, Ibrahim (2009) examined pupils' error in composition writing south of Khartoum city. The educators were the research respondents. The results showed that punctuation marks cause pupils to have difficulties, which leads to confusion, so these mistakes are normal among pupils. This study suggested that: training courses on teaching writing skills should be offered to English teachers. Teachers should expend adequate time and effort while coping with the various stages of the writing process.

The typical writing errors of the EFL students of Dhofar University in the Sultanate of Oman were analyzed by Sabtan & Elsaved (2009). Ninety-three (93) first-year students enrolled in a university prerequisite course were the respondents. To carry out the study, the written English essays of the students were collected. The findings suggested that students' writing samples show that EFL students' typical mistakes were essentially linked to spelling and grammar. Spelling and grammatical errors are categorized into various categories, with each type of error having a frequency count. Grammatical errors account for the most significant number of errors spread across eight types of errors. (1) verb tense and form, (2) plurality (3) subject-verb agreement (4) prepositions (5) part-of-speech (6) word order (7) articles (8) adjective form. These forms are listed in order based on their frequency as follows: On the other hand, spelling errors are categorized

into four forms, listed in the following order: (1) omission (2) replacement (3) insertion (4) transposition.

Thus, since the environment has become so text-oriented, writing has been recognized as one of the most critical skills. As a result, teachers are in high demand for innovative methods and techniques to improve students' writing skills (Cole & Feng, 2015).

On the other hand, in their report, Saavedra and Barredo (2020) noted five variables considered by language teachers to affect elementary students' low English writing skills. These include: 1) lack of vocabulary in the target language; 2) difficulty transmitting and organizing ideas; 3) the impression of pupils that writing is a challenging task; 4) lack of motivation and interest in writing, and 5) the difficulty in constructions of spelling, grammar and phrase are the reasons why many elementary pupils have low English and Filipino writing skills. These factors can be related to the students' first languages (*Chabacano, Bahasa Sug, and Cebuano*), where only L2 is known to be English and Filipino. Despite the teachers' efforts, they admitted that elementary pupils' writing abilities still did not reach the written standard.

From Iftanti E. (2016), writing is a painful practice that suggests that oral culture is much better than writing. It is then assumed that the ability to write can be described based on pedagogical goals and strategy.

Conceptual framework

Figure 1. Conceptual Paradigm of the Study

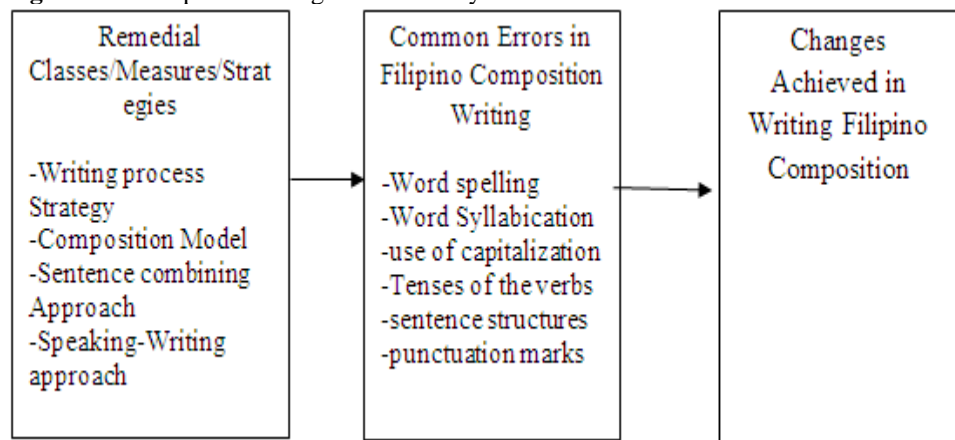


Figure 1 indicates the variables' interplay. The most productive remedial steps included in this study were: Writing Process Technique, Composition Model, Sentence Combining Approach, and Speaking-Writing Approach to minimize common pupil errors in Filipino writing composition. Word spelling, word syllabication, capitalization use, tenses of verbs, sentence structures, and punctuation marks are common mistakes in writing. Similarly, it attempted to find out the improvements in Filipino writing composition among Grade IV students.

METHODOLOGY

Research design

It used a one-shot (pre-experimental) case design involving 50 pupils. In the data analysis, frequency and percentage were used. In this model, a pre-test in Filipino writing composition was given to the 50 Grade IV students in one section without using the strategies. The pre-test was given to classify the percentage of common mistakes in

writing a pupils' composition. The post-test was given after the intervention to investigate the common errors and the efficacy of the techniques used in writing the Filipino composition.

Research locale

At Southern Support Command Elementary School, this study was carried out. The school is situated nine kilometers west of the town of Zamboanga. Based on enrolment results, the school has 24 teachers and 1,421 pupils.

Subjects of the study

The topic of the analysis is one class in Southern Support Command Elementary School's Grade IV standard. Table 1 indicates that the total number of subjects is 50; most are girls, and 44% are boys.

Table 1: Grade IV Pupils by Sex

Sex	f	%
Boys	22	44.00
Girls	28	56.00
Total	50	100.00

Sampling procedure

For selecting the subjects, the intact group design was used. This implies that the research subjects were considered the entire population of one class in Grade IV.

Statistical treatment of data

Frequency and percentage. These figures were used to assess the common mistakes of grade IV pupils in composition writing. These were also used to determine which techniques effectively enhance the students' Grade IV writing skills. Similarly, after using the remedial lessons for Grade IV students, these were used to assess Filipino writing composition modifications.

RESULTS AND DISCUSSION

Problem No. 1 What are the common errors in composition writing of the grade IV pupils?

Table 2: Common Errors in Filipino Composition Writing

Common Errors	Frequency	%
Spelling of the words	613	25.63%
Words syllabication	394	16.5%
Use of Capitalization	437	18.3%
Tenses of Verbs	279	11.7%
Sentence structure	515	21.5%
Use of punctuation marks	153	6.39%
Total	2391	100%

Table 2 shows that the most common errors of pupils in the writing of Filipino composition are word spelling (613 or 25.63 percent), followed by sentence structure (515 or 21.5 percent) and capitalization usage (437 or 18.3 percent). On the other hand, punctuation marks were the least common mistake for pupils (153 or 6.39 percent).

The findings of the recent study have something to do with the Ancheta & Simagala (2017) study, entitled, "Grammar Errors in Written Composition of Selected Level 3 Students of Gulf College: Basis for Remediation," which resulted in subject-verb-agreement, tenses of the verbs, sentence structure and word order being the typical grammatical errors in writing a composition committed by level 3 students.

In their English essay writing, students' common grammatical errors were established by Mohammad & Hourani (2008). This included five schools on the UAE's Eastern Coast. The research included 105 students and 20 educators. The findings indicated that passivization, verb tense and form, subject-verb agreement, word order, prepositions, articles, plurality, and auxiliaries were the most common grammatical errors among student essays. The results also showed that male secondary students' English writing skills in state schools in the UAE need further reinforcement and growth.

In the same way, it also revealed in Alfonso's (2016) report, "Common Errors Committed by Freshman Education Students in their Written English Compositions and their Relationship to Some Selected Variables," which aims to evaluate the common mistakes in the writing of freshman education students and their relationship with some selected variables. In writing composition, it attempts to analyze their faults. The results thus revealed that particular writing errors of students in freshman education were classified as grammatical, such as the tense of verbs, use of prepositions, verb form, predicate agreement of the subject, and incorrect use of the article, pronoun, adverb, nouns, adjectives, verb expression, conjunction, and interjection. However, errors were also different from the first set. They classified as structural, such as worthiness, incorrect use of terms, the excessive break-up of words, use of double subjects, dependent clause used as a phrase, joined words, and omission of word or expression. In the third group, called mechanical, these were the errors found: inaccurate punctuation marks. Only incorrect use of prepositions, incorrect use of punctuation marks, the wrong tense of the verb, incorrect use of the article, agreement of subject with predicate, capitalization, non-capitalization, and spelling were considered grouped the common errors out of these particular errors committed.

This, therefore, implies that, as revealed in the recent research, more drills and exercises in word spelling, sentence structure, and the use of capitalization should be given to Grade IV students because they are known as their most common mistakes in writing composition in Filipino. Therefore more focus should be put on remedial instructions.

Problem No. 2 What are the effective strategies/remedial measures used to improve the Grade IV pupils' writing skills in terms of using the writing process, strategy composition model, sentence combining approach, and Speaking-writing Approach?

Table 3: Effectiveness of Remedial Strategies

Strategy	Frequency	%
Writing process	272	29.73
Composition model strategy	301	32.89
Sentence combining approach	164	17.92
Using Contextual Clues Strategy	178	19.45
Total	915	99.99

After employing the various remedial measures/strategies, Table 3 presents the outcomes of the typical errors. In Filipino composition writing, the pupils committed the least amount of errors when subjected to a phrase combining approach (164 errors or 17.92 percent), followed by a speech-writing approach with 178 or 19.45 percent errors. On the other hand, in Filipino composition writing, the students' greatest common mistakes in the strategy composition model were (301 or 32.89 percent).

The analysis shows that, as seen in the reduced number of errors, the four remedial steps were considered successful in reducing Filipino composition writing's common mistakes among pupils. However, as it has the lowest number of 164 or 17.92 percent errors, the most productive remedial step was the sentence combining approach.

This further implies that since the phrase combining approach is the most successful remedial measure, it is therefore recommended that Filipino language teachers use the approach mentioned above in teaching composition writing in Filipino to completely improve the students' abilities in writing a composition, particularly in Filipino.

The Cavkaytar & Yasar (2008) study titled "Using Writing Process in Teaching Composition Skills: An Action Research" showed that the students had improved the results obtained from quantitative data in improving written expression skills. The qualitative data showed that writing processes in an immersive teaching environment allow progress in enhancing written expression skills through balanced literacy components.

Problem No. 3 What are the changes achieved in writing composition in Filipino among Grade IV pupils after using the remedial measures?

Table 4: Overall Result (Total and percentage of the reduced Common Errors in writing composition)

Errors	Spelling	Word syllabication	Capitalization	Tenses of verb	Sentence structure	Punctuation mark	Total
Strategies / Result	(%)	(%)	(%)	(%)	(%)	(%)	
Process Writing	59 (31.39%)	38 (29.69%)	35 (31.25%)	49 (30.06%)	55 (29.73%)	36 (32.43%)	272
Model Composition	70 (34.82%)	41 (32.03)	33 (17.85%)	50 (30.67%)	72 (36.00%)	35 (31.53%)	301
Sentence Combining	34 (18.1%)	23 (17.97%)	20 (17.85%)	32 (19.63%)	36 (19.46%)	19 (17.11%)	164
Using contextual clues	38 (20.21%)	26 (20.31%)	24 (21.43%)	32 (19.63%)	37 (20.0%)	21 (18.92%)	178
Total	201	128	112	163	200	111	915

The overall result of the common errors committed by Grade IV pupils in their written composition in the Philippines is shown in Table 4 and the various methods used as remedial steps to minimize common mistakes in their composition in the Philippines. It has just 59 errors (31.39 percent), word syllabication 38 errors (29.69 percent), capitalization 35 errors (31.25 percent), tenses of verbs 49 errors (30.06 percent), sentence form 55 (29.73 percent), and punctuation marks 36 (32.43 percent) in terms of spelling in Method Writing. It has 70 errors (34.82 percent), Word syllabication 41 (32.03), Capitalization 33 (17.85 percent), Tenses of verbs 50 (30.67 percent), phrase form 72 (36.00 percent), and the use of punctuation mark with 355 percent in terms of spelling errors (31.53 percent). It has 34 (18.1 percent) in terms of spelling errors, word syllabication with 23 (17.97 percent), capitalization 20 (17.85 percent), verb tenses 32 (19.63 percent), sentence form 36 (19.46 percent), and use of punctuation mark 19 in the sentence combining approach (17.11 percent). It has 38 errors (20.21 percent), word

syllabication 26 (20.31 percent), capitalization 24 (21.43 percent), tenses of the verbs 32 (19.63 percent), sentence form 37 (20.00), and punctuation mark 21 (18.92 percent), respectively for the use of contextual hints technique in terms of word spelling errors.

The overall result showed that after implementing the various techniques, the grade IV students' common mistakes have entirely diminished. This implies that the students learned to write a composition in Filipino correctly. And they also learned the techniques for avoiding common errors in writing composition in Filipino through the various remedial steps.

This means that the techniques have proven successful in minimizing the number of typical mistakes in writing a grade IV pupil composition in Filipino.

CONCLUSION AND RECOMMENDATION

Summary of findings

The study attempted to find effective remedial action to reduce the common errors in writing composition in Filipino among Grade IV students of Southern Support Command Elementary School. It used a one-shot (pre-experimental) case design involving 50 pupils. In the data analysis, frequency and percentage were used.

The results suggested that:

1. Tenses of verbs, sentence structure, and spelling of words were the common errors of the grade IV pupils in writing composition in Filipino.
2. The sentence combining method was the most successful remedial step in reducing common errors in Filipino composition writing.
3. The writing composition methods and their ability to write composition in Filipino were the students' modifications.

Conclusions

1. In tenses of the verb, phrase structure, and spelling of words in Filipino writing composition, the grade IV pupils are not careful, as revealed in the recent research findings. Therefore, the pupils will be given more drills and lessons in tenses of the verbs, sentence structure, and spelling of words. This will undoubtedly help to enhance the writing abilities of the pupils, particularly in Filipino.
2. The term combining technique encourages grade IV students to minimize their written composition errors in Filipino as the outcome showed that this method is the most successful remedial step.
3. The grade IV pupils have progressed in their writing skills in Filipino composition after the different remedial steps were employed, such as Sentence Combining Approach, Writing Method, Composition Model Strategy, and Using Contextual Hints Strategy.

Recommendations

1. Filipino teachers may suggest using the combined phrase approach as a remedial measure/intervention to enhance Filipino writing composition among grade IV pupils.
2. Filipino teachers can teach Filipino concepts that address the common mistakes of Filipino written composition students.

3. To validate the results of the present investigation, similar studies may be carried out.

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