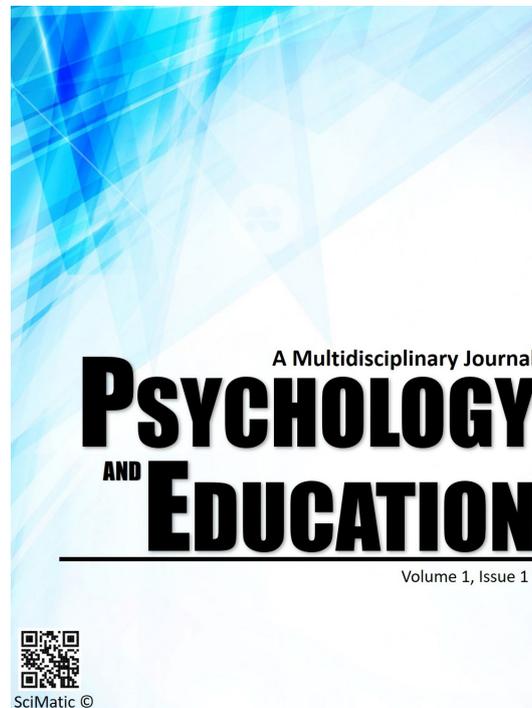


**WRITING COMPETENCE AND GRAMMATICAL
ERRORS OF THE WRITTEN DISCOURSES OF
HUMSS 11 STUDENTS**



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Writing Competence and Grammatical Errors of the Written Discourses of HUMSS 11 Students

Richmond Romar S. Rivera*

For affiliations and correspondence, see the last page.

Abstract

Writing is one of the macro- skills that needed to be mastered by the students because it is an avenue for them to express their feelings. Some believed that there are students who are good at writing, but they are not good speakers. In the Senior High School Curriculum, the Humanities and Social Sciences need to write effectively because there are writing subjects that would enhance their skills such as Reading and Writing in the core subject, Creative Writing, and Creative Non-Fiction in their specialized subjects. In spite of the good intention of the HUMSS curriculum, there are students who could not write effectively. This paper can be instrumental as it sought to determine how competent are the HUMSS students with regards to writing. It could also help the teachers to identify the necessary steps in order to improve the writing competency of the HUMSS student. The study used the descriptive- correlational design was used to determine grammatical errors and writing competence of the HUMSS 11 students. Sixty (60) eulogies that serve as the written discourses were analyzed in the study. It found out that the respondents have a mean score of 2.37 (Fair to Poor) in their level of writing competence. The respondents committed grammatical errors on their written discourses wherein their inconsistent use of verb tenses was their common error. There is no significant relationship between gender and level of writing competence as gender is not a significant factor that affects the writing competence of the students. There is a significant difference between the scores of the respondents as female students tend to perform better than males.

Keywords: Curriculum, Writing Competence, Senior High School Students, Grammatical Errors, Written Discourses

Introduction

Writing is one of the macro- skills that needed to be mastered by the students because it is an avenue for them to express their feelings. Some believed that there are students who are good at writing, but they are not good speakers. This is supported by Graham (2012), who argued that speaking is very hard because it is performance wherein it means that there is no undo and no revision. In an article by FullEducation, they said that developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points, and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors.

Pratiwi (2012), argued that in writing, students need to practice and counseling from the teachers. In writing, the students try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation, and idiom. Zulfani (2001) as cited by Pratiwi (2012), writing can help students to make it stronger by adding more grammatical structures, idioms, and vocabulary, as the important thing in learning a language. Furthermore, Asmuti (2002) as cited again by Pratiwi (2012), said that by

mastering writing skills, the writers can elaborate their ideas in a systematic arrangement. Before writing, the writers need to think about how the ideas of the writers can be understood by the reader. The writers have to use the correct written language, so the reader can understand the ideas of the writer.

It was found out that the study of Pratiwi (2012), shows that language use and vocabulary were the most difficult aspect for the students. In their composition in language use aspect, there was still a major problem in arrangement, tense, number, word order/ of fragments, deletion and meaning confused or obscured. In vocabulary aspect, the students' composition still limited range, frequent error in choice of words and the meaning confuse obscured. In the content aspect, most students have the criteria Good to Average. It could be inferred that most students did not have problems or difficulties in the content aspect. Organization and Mechanic aspects were easy for the students. The students have Good to Average criteria in this aspect, even though several students have Fair to Poor criteria. The fact told us that students' composition is loosely organizes but main ideas stand out, limited support, logical but incomplete sequencing.

Myles (2002), argued that the ability to write well is

not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. He also added that Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills. Moreover, in the article of Myles (2002), he said that there are two factors that affect errors in L2 writing: cognitive and social. In the social factors it influence the quality of contact that learners will experience. Certainly, instructors recommend that students studying English for academic purposes should read academic texts, attend academic lectures, and even work with students who are native speakers in order to become more acquainted with the discourse. However, if they do not engage in the texts, understand the talks, or actively contribute to the study sessions, these activities will have little effect on student progress. Interaction is key. learners may continue to exhibit errors in their writing for the following social reasons: negative attitudes toward the target language, continued lack of progress in the L2 a wide social and psychological distance between them and the target culture, and, a lack of integrative and instrumental motivation for learning. The other factor is cognitive factor wherein writing is believed to be cognitively complex. Acquisition of academic vocabulary and discourse style is particularly difficult. According to cognitive theory, communicating orally or in writing is an active process of skill development and gradual elimination of errors as the learner internalizes the language. Indeed, acquisition is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms. With practice, there is continual restructuring as learners shift these internal representations in order to achieve increasing degrees of mastery in L2. Writers need to receive adequate L2 input in order to form new hypotheses about syntactic and rhetorical forms in the target language. If students are not exposed to native-like models of written texts, their errors in writing are more likely to persist. Errors abound in peer review classes or in computer-mediated exchanges where learners read and respond to each other's compositions. Indeed, in many of my own classes, interlanguage talk or discourse is often the primary source of input for many learners. However, if the interaction, oral or written, allows for adequate

negotiation of meaning, peer responses can be very useful. In short, because learners are less familiar and less confident with structural elements of a new language, rhetorical and cultural conventions and even new uses of writing, writing in an L2 can have errors and be less effective than writing in L1.

This is true as students spend their academic life in writing endeavours, because they are made to do written homeworks, written outputs in all their activities and many more. Despite of the fact that they are made to write early in the elementary years there are students who could not write or express their ideas effectively.

On 2012, the RA 10533 also known as the Enhance Basic Education Act of 2013 was signed into law by then President Benigno Simeon Aquino III it has a noble intention to improve competencies and competitiveness of the Filipino learners. It also aims on the development of the 21st century skills namely: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy and flexibility. Along these skills is the communication skills which means that senior high school students need to be fluent and competent both in the oral and the written form.

In the Senior High School Curriculum, the Humanities and Social Sciences is one of the strand under the Academic track which requires that students need to be aware on the social issues and they are also required to write effectively because there are writing subjects that would enhance their skills such as Reading and Writing in the core subject, Creative Writing and Creative Non- Fiction in their specialized subjects. In spite of the good intention of the HUMSS curriculum there are students who could not write effectively. Thus, it is the purpose of this paper to determine the writing competence level and the grammatical errors committed by the HUMSS 12 students in writing.

Writing competence would refer to how a student writes wherein he is able to express his ideas clearly, mastering the grammatical and technical structure of a written discourse. Despite of the dream of the Department of Education for the students to become proficient in their writing skills; there are still difficulties that they encounter and one these is the grammatical errors that they often committed.

In the study conducted by Fareed (2016), he found out that the common problems of ESL learners to write effectively are: they lack knowledge of appropriate

vocabulary, difficulties in grammar and syntax, they make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Moreover, he found out the analysis of ESL learners writing samples revealed a total of 1217 problems in grammar, syntax, vocabulary, spelling, punctuation, word form and word order, spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence. The highest number of errors was made in grammar. Grammatical errors included errors of different word classes, subject-verb agreement, and forms of singular and plural, for example, 'these applications gives a proper protocol to communicate others', 'these channels provide numerous number of information', 'every day the situation goes bad to bad' and 'their personality impress by everyone'. Grammar was followed by syntax. Syntactical errors show learners' lack of command over structure of a sentence. They wrote sentences like, 'I am going in weekend and moreenjoy our family and see previous struggle.' The third-highest number of errors belonged to vocabulary, for example, 'Using the connection between the student and teacher, this(psychological) error from our society can evaporate'. Spelling and punctuation errors were also found in abundance. Some spelling errors were 'invention' (invention), 'individually' (individually) and 'fascility' (facility), where punctuation errors included capitalization, use of comma and apostrophe, as in the following examples: 'I see more school students.'; 'In this Era we cannot even imagine'; and 'I had with my friends family and cousin.'

Sukasame et al. (2013), argued that Thais commit errors on the tenses of the verbs. They found out that Among all these seven tenses, error on Past Perfect was the most error that the students produced: it was 87.1%. This indicated that the students still have not acquired this tense. From each item that elicits, the error of tense showed that the students did not understand how to use this tense appropriately so when they have to use Past Perfect in their answer, they were unable to do correctly and the numbers of the students who made errors were 27 students. The second most error was Past Simple. It was 74.2%, the numbers of students who made errors were 23 students. The writer considered that they had a lack of knowledge about Past Simple, in which of the numbers of the errors were constant. Meanwhile, the third most error that made by the students was Present Perfect. It was 67.7%. The students who made errors were 21 students. Past Continuous was in the fourth rank with 54.8% The students who were unable to answer the items correctly were 17 students. Present Simple, it was the fifth rank. It reached about 48.4% of the

students who made errors were 15 students. And then they went on Future Simple. It was 41.7%. The number of students who made errors were 13 students. This indicated that most of students have known how to use this tense, but some were not. Finally the last error was Present Continuous. It was 32.3%. This indicated that students have acquired this quite well and the numbers of the students who made errors were 10 students.

Moreover, on a study conducted by Singh et al. (2017) it found out that there are nine types of grammatical errors made by the ESL students, including errors in Subject-Verb Agreement, Verb Tense, Noun, Preposition, Adjective, Article, Pronoun, Adverbs and Conjunctions. The analysis of the students' grammatical errors revealed that these students have poor command of the English language. Errors are expected in the process of learning and it is very important to identify the cause behind their occurrence.

On the study of Abushihab (2014), he found out that there were 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors committed by Turkish learners. The errors committed in the article maybe attributed to L1 interference because English has both definite and indefinite articles, whereas Turkish has no word for the definite article. The grammatical errors made by the respondents is due to the language structure of their native-tongue. With the pedagogical implication of the study Teachers of English as a foreign language should take the analysis of interlingual or transfer errors as an important strategy in learning process. That is to say, they should make use of the native language in order to facilitate their students' learning process. The learners of English as a foreign language tend to rely on their previous linguistic knowledge to acquire L2. The best way to benefit from the mother tongue is to contrast it with the target language; i.e. , to make a contrastive comparison. Accordingly, the learners have enough knowledge about the differences and similarities between them. Bialystok (1990) as cited by Abushihab (2014), points out that when a native language and a foreign language are very different from each other, there will be more learning difficulties for the learner as well as for the teacher. The role of the teacher is to fill in this gap by building remedial exercises which help the learner acquire adequate knowledge in the target language. Self-correction is a good technique for learners to correct grammatical structures. Teachers provide different

contexts for the learners to practice correcting errors on their own since correction is for teaching not just for evaluation.

This paper can be instrumental as it sought to determine how competent are the HUMSS students with regards to writing. It could also help the teachers to identify the necessary steps in order to improve the writing competency of the HUMSS student.

Literature Review

Research Question

This study aimed to determine the writing proficiency level and the grammatical errors in the written discourses of HUMSS 11 students. Specifically, it sought to answer the following questions:

1. What is the extent of the writing competence of the HUMSS 11 students?
2. What are the grammatical errors committed by the respondents?
3. Is there a relationship between the gender of the respondents and their writing competence?
4. Is there a significant difference between the writing competence of the male and female students?

Methodology

This part addresses the research design, procedure, participants, instruments, and data collection procedure. The descriptive- correlational design was used to determine the relationship of gender and the writing competence of the HUMSS 11 students. The Pearson Product Moment of Correlation was used to test the significant relationship between gender and writing competence, and a t-test to assess the significant difference between the scores of the male and female students. Furthermore, the researcher employed discourse analysis to determine the grammatical errors made by the respondents.

The data to be analyzed was the eulogy- essay of the HUMSS 11 students of a certain school in the Ilocos region. The eulogy was randomly chosen by the researcher wherein he get 60 eulogies: 30 from the males and 30 from females. The descriptive type of research design was used to know the grammatical errors committed by the respondents as the researcher is going to describe the errors committed and the test of correlation was used in determining the relationship between gender and writing competency. In determining the writing competency of the

respondents, there were three raters: the researcher himself, a Junior High School teacher from Sinait National High School, and an SHS teacher from Lyceum de Ylocos. The raters used a 4-point rubric adopted from the master's thesis of Pablo (2015).

Result

This section presents the discussion and analysis of data of the written discourses of the HUMSS 11 students.

Student	Gender	Rater 1	Rater 2	Rater 3	Mean Score
1	F	2.8	2	2.4	2.4
2	F	2.6	1.8	2	2.13
3	F	3.4	3	3	3.13
4	F	3.6	3.6	3	3.4
5	F	3	2.6	2	2.53
6	F	3.4	3.4	2	2.93
7	F	3	1.8	1.8	2.2
8	F	3.2	2	3.2	2.8
9	F	3.6	1.2	2	2.26
10	F	2.6	3.2	3.4	3.06
11	F	3.8	3.4	3.8	3.6
12	F	3.8	1.8	2.2	2.6
13	F	3	3.8	2	2.93
14	F	3.2	2.6	2	2.6
15	F	3.8	3.8	2	3.2
16	F	3.8	3.6	3.4	3.6
17	F	2.8	3	2.4	2.73
18	F	2.8	2	2	2.26
19	F	2.8	3.4	2	2.73
20	F	2.8	3	2.2	2.66
21	F	3.8	3	2	2.93
22	F	3.2	2.2	1	2.13
23	F	3.2	3.4	1.4	2.66
24	F	3	2.2	1.6	2.26
25	F	3	1.6	1.2	1.93
26	F	2.6	1.6	1.8	2
27	F	1.6	3.8	1.2	2.2
28	F	2	1.6	1.6	1.73
29	F	3	1.6	3.2	2.6
30	F	3.8	2.2	1	2.33

Figure 1. Writing Competence of the HUMSS 11 Students

Table 1 shows the mean scores together with the mean scores of each student which they have received from the three raters.

Based on the table above, it shows the writing competence of the respondents wherein it shows that the writing competence of the students is Poor to Fair as it could be seen by their over-all mean score 2.37. This implies that the respondents still have difficulties in writing as it could be seen on the grammatical errors that they have committed during the writing stage.



31	M	2	3	1.4	2.13
32	M	3.6	2.6	2.8	3
33	M	3	1	1.4	1.8
34	M	2.6	1	1	1.53
35	M	2	1.2	1.2	1.46
36	M	2	1	1	1.33
37	M	2	2.6	1	1.86
38	M	3	1.2	1	1.73
39	M	3.2	2.2	1.4	2.26
40	M	1.6	2.6	1.4	1.86
41	M	3.6	2	1.2	2.26
42	M	3.6	3.8	1.4	2.93
43	M	2.4	1.4	1	1.6
44	M	2.4	2	1.2	1.86
45	M	3.4	2	1	2.13
46	M	3	1.4	1.4	1.93
47	M	2.6	1	1	1.53
48	M	2.4	1.6	1.2	1.73
49	M	3	2	1.4	2.13
50	M	2.8	2.6	3.4	2.93
51	M	3.6	1	1.2	1.93
52	M	2.4	1.2	1.2	1.6
53	M	2.2	2.4	2	2.2
54	M	3	4	2.4	3.13
55	M	3.8	1.2	1	2
56	M	2.4	2.6	1.8	2.26
57	M	3.8	2.4	1.4	2.53
58	M	3.8	3.8	1.8	3.13
59	M	3.4	2	1.6	2.33
60	M	3.8	2.4	1.2	2.46
Overall Mean					2.37- Poor to Fair

Figure 2. Writing Competence of the HUMSS 11 Students

Furthermore, it could be attested that to have good writing skills, one needs to have a good command especially in the grammatical rules of the target language. To be competent in writing, one needs to have a good command of the language to transmit the message clearly.

Grammatical Errors	Frequency	Percentage
Subject- Verb Agreement	39	3.26%
Verb Tenses	573	47.83%
Noun	67	5.59%
Preposition	166	13.86%
Adjective	39	3.26%
Article	59	4.92%
Pronoun	125	10.43%
Adverb	45	3.76%
Conjunction	85	7.10%
Total	1198	100%

Figure 3. Grammatical Errors in the Written Discourses of the Respondents

Table 2 shows the frequency and percentage of grammatical errors committed by the students in their written discourses.

On the written discourses of the respondents it was found out that they have committed 1198 grammatical errors wherein they commit errors in verb tenses with 573 or 47.83%, followed by preposition with 166 or 13.86%, pronoun with 125 or 10.43%, conjunction with 85 or 7.10%, noun with 67 or 5.59%, followed by article, adverb, subject-verb agreement and adjective. This implies that the respondents have a problem among verb tenses wherein they are confused on

which form of the verb they would use in their written discourse and there is no consistency on the tenses they used.

A. Subject- Verb Agreement

Based on the table above, it could be seen that the errors in subject- verb agreement had 39 or 3.26%. Students made errors on this aspect as they are confused sometimes on the verb that they will use alongside to a singular or plural noun.

1. The amount of people who have shown up to pay for their last respects is only a testimony to the lives she personally touched. (are)
2. I say that death will come without any preparation and it is unexpected. (come)
3. It really hurts to know that you are already gone. (hurt)
4. But how can I tell you this words again if you are already dead...(these)
5. If you still here me, I have this 3 words with you...(these)

On the sentences above it could be seen that the respondents are often confused on what form of verb they should use especially on the singular and plural form of nouns. The rule states that if the noun is singular the verb is also singular so in sentence 1 it should be are since the subject is plural. In sentences 4 and 5 the correct form of the verb is these because the pronoun is referring to a plural noun as the rule states that a plural noun must take up a plural verb also. But in sentences 2 and 3 these has a different case; in sentence 2 since the verb has the future form of the verb will, the verb should only be come as this is already in the future state; while sentence 3 it should be hurt since it is referring to you which is requires a plural verb.

B. Verb Tenses

Among the errors made by the students; it is the verb tense which got the highest frequency with 573 or 47.83%. The respondents usually made a mistake on what they should use or they are not consistent on what they will use.

1. Almost everything I had done, all the sacrifices and hard- working were meant for them. (have)
2. As time passes by, and (when) the day (will) come that I'm not yet fully prepared. (passed)
3. Do people will miss me when I'm gone? (Will)
4. I feel so down when your tears felt down...(felt, rolled)
5. This is a great privilege for them because their grandfather is a US veteran pensioner. (was)

Based on the sentences above, it could be seen that the respondents are confused on what tense they would use in their essay. Since the output of the respondents is a eulogy it is expected for them to used the past

tense. In sentences 2,4 and 5 verb must in a past tense since the speaker is already talking or referring to a past event so the verb form should be in the past form. Meanwhile in sentence 1 since the verb had is referring to the pronoun I, the verb should be have because the pronoun I requires a plural verb; while sentence 3, the verb do should be replace by will and the verb will should be omitted since it doesn't make sense anymore. Since the thought of sentence 3 is in future form then the verb will should be used in the beginning of the sentence.

C. Noun

The respondent also committed errors in the pluralization of nouns and the wrong choice of words especially nouns in the sentence.

1. I love him more than everything else he mean the world to me.
2. First of all I want to gratitude all my beloved relatives in my life, my friends and all the people...
3. Grandparent was there for all for all the highs and lows of her child lives...
4. I definitely miss our laughs, cries, jokes, non-sense stories, prank late night talks...
5. I'm your greatest distraction since then I pursue everything just to get your single notice..

On the sentences above, the errors here are the nouns itself. In sentence 1, the noun world should not be put anymore since it will make the sentence unclear. On sentence 2, the word gratitude should be replaced by "say thank you" because the speaker is speaking here so instead of using a noun the speaker should use a verb. In sentence 3, the author is referring to Nana Piling who is her grandmother, so instead of using grandparent it should be grandmother. In sentences 4 and 5, the noun laughs and notice are not the proper word it should be laughters and attention respectively. The errors made here under this category is the wrong choice of words because some authors would used a noun instead of a verb. On the other hand, it could be pluralization or the noun should be omitted in the sentence.

D. Preposition

Another aspect of grammar is along the use of prepositions. On this paper, the researcher saw that the respondents were confused on the use of prepositions in a given context. Each preposition has a definite rule when it should be used in the written discourses.

1. I was not able now to talk (to) you guys, hug you, making you laugh, and I was not able to feel my love anymore.
2. I will pray (for) you.
3. I was pray in God to that the day he took you home.
4. I didn't expect that when he got up in my house he

was get by self accident.

5. The moments and memories you had shared for your friend will always be treasured.

On the sentences above it shows already the errors done by the students in their written discourses. In sentences 1 and 2, the errors there are the presence of preposition, because in these sentences preposition is not needed as it would make the thought of the sentence erroneous. On sentences 3-5, the errors there are the wrong use of preposition and the verb form. On sentence 3, the preposition in should be replaced by to and the preposition must be removed. Another error in this sentence is the verb pray should be in progressive form praying and verb phrase "that the day he took you home" that should be removed and also with home so it would become "I was praying to God the day he took you. Sentence 4, in should be replaced by to; and the verb go should be in past tense and "was get by self accident" should be he met an accident and the pronoun mu should be our. Thus the sentence becomes, I didn't expect that when he went up to our house he met an accident. On this sentence, the author is narrating on what happened to his grandfather. And on sentence 5, had should be have because the pronoun you requires a plural verb and for should be to since the author is referring to friend. For is used to denote reason or connecting it with the preceding statement or phrase.

E. Adjective

Another grammatical error is on adjective wherein the respondents often commit mistake in the wrong choice of adjective or its use in the sentence and error in the degrees of comparison.

1. Your joyful youngest son.
2. Our eldest cousin was her dependable child.
3. I am the the cheeriest person in the world...
4. To my eldest sister and little sister.
5. You better know her as Mae Angel...

On the sentences above, the error here is on the wrong choice of adjective that will be used in the sentence. On sentence 1, joyful should be removed as in a formal letter especially on the complimentary close, and adjective should not be used already. On number 2, dependable should be most independent child since the author is talking about her cousin; while on number 3, in the degrees of comparison there is no such term as cheeriest instead it should be luckiest since the author is telling about himself/herself. On 4, at first glance the sentence is correct but looking closely the adjective little should be replaced by youngest since it is the most appropriate in the sentence as it sthought refers to the order of child birth as it is evidenced by the use of eldest before the world little. On 5, it looks corret on the first glance but

lookin closely, the error occurs on the presence of better in the sentence; instead better should not be used as the sentence does not require to have an adjective as the author do not need to describe in this statement.

F. Article

Based on the written discourses of the respondents it has been found out that another error they committed is on article usage. The common errors there is the wrong use of article and the placement of article when it should not be put there in a sentence.

1. Tomorrow I find myself in (the) paradise.
2. Yes, you were able to meet (a) different persons but manage to be the real you.
3. First of all I want to gratitude all my beloved relatives in my life, my friends and all(the) people who help to become a great man in this world.
4. His backhead was fall in the floor so he was take (to the) in hospital.
5. People thought that he was a type of person that always wearing that poker face...

On sentences 1 and 2, the articles the and a should be omitted since it does not make sense in the sentence because in sentence 1 and 2 it does not refer to a specific thing and person, thus, it does not require an article. On sentences 3-4 the sentences are erroneous because it lacks an article because the sentence is referring to a specific person and place. "The" is used to make a point of reference specific. While on sentence 5, the article "a" should be replaced by the article "the" since the author here is making an emphasis on the type of person he was.

G. Pronoun

The errors in pronoun got 10.23% wherein the common errors here are wrong use of pronouns and omission of pronouns. The respondents tend to commit errors in pronoun usage wherein they tend to use masculine pronouns to a feminine subject and feminine pronouns for a masculine subject, pluralization of pronouns even the subject is singular and another error is the omission of pronouns that should be placed in the sentence.

1. But no matter which Love Lhea it is, it's never the one I thought it wouldbe...
2. My friends that always there helping each other, talking about Korean dramas.
3. But I just want to hear the things that they will say to me, I want to know that even I am gone they will be going to just fine.
4. So we have to accept that your are now gone and you may now rest in peace.
5. I love him, I will never replace his love from anyone.

On sentences 1, 2 and 5 there is a wrong pronoun

usage. On 1 the pronoun which should be who since it refers to Love Lhea who is a person, on 2 since the word friend is a noun who is a person it should not be "that" instead it should be "who are" and the pronoun that is a 2nd person pronoun but the thought of the sentence is on 3rd person pronoun and on 5 "from anyone" should be "to anyone" since when you used from it refers to that your love will come from another person. On sentence 3, that should be omitted since it doesn't have to do in the sentence, and on 4 the pronoun your should be you since the sentence is referring to the person who is just near to the speaker.

H. Adverb

The errors committed on the adverb usage is the improper use of adverb in the sentence. Based on the analysis of the written discourses of the respondents it obtained 45 or 3.76%.

1. And always remember that I'm happy now that I'm gone because my heart and mind will rest in peace now.
2. It's a huge grief for me knowing you've gone so fast at this kind of age.
3. I know that she is too young to die and she's really gone too soon.
4. We will miss you already, your love, your joke, your smile, it's gone already...
5. My physical time with you is over now.

The errors committed by the respondents in the adverb usage is on the improper use of adverbs. On sentence 1, "now" should be "already" since the author is referring to his present condition right now. On 2, since the author is referring to the sudden demise of the person she is referring "so" should be replaced by "too". By the use of too it will make the idea of the sentence that the death of the person is unexpected death. On 3, the adverb "really" should be removed as it does not have a place on the sentence. By putting this adverb in the sentence it will make the sentence erroneous as there is already an adverb "too" which modifies the act of leaving by the person. The same error also occurred on 4, because the thought of the sentence doesn't require an adverb since the action is referring to the present state. Same also in sentence 5, the adverb "now" should be removed since the verb over does not require an adverb.

I. Conjunction

On this aspect of grammar it got 85 occurrences or 7.10%. The common errors under this aspect is that improper use of conjunction wherein the conjunction is not appropriate in the thought of the sentence.

1. It's a form of depression, anxiety, (and) insomnia.
2. I don't want to cry because that's what you've said to me before you passed, and you want us to to be



happy even if you're not here.

3. I have created a tons of memories with you and with that, I will treasure it in my whole life through.

4. She was only an only child so that her family was hurting so much...

5. In additional, I also taught you more important things like the value of friendship...

On sentences 1, it lacks conjunction and there should be the word "and" between the words anxiety and insomnia. The conjunction and is used when enumerating things in a sentence. On sentences 2 and 3, the conjunction that are used in those sentences should be omitted; instead a semicolon would be enough already to join two independent clauses. Moreover, the thought of the sentence doesn't require a conjunction. Meanwhile, sentence 4, the error there is the use of so as a conjunction and the proper conjunction is "and". By the use of and as a conjunction it establishes already a conjunction on the two clauses. Lastly, on 5 the proper conjunction is "furthermore" as it shows addition and connection on the preceding statement.

Aside from the grammatical errors based on the nine aspects another errors that could be found on the written discourses are: the use of punctuation marks that leads to run-on sentences. Another problem is their paragraph structure specifically on organization, coherence and unity. They also have errors in capitalization and spelling sometimes.

Correlations

		Score
Gender	Pearson Correlation	-.456**
	Sig. (2-tailed)	.000
	N	60

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Correlation between Gender and Writing Competence

Table 3 presents the correlation of gender and writing competence of the students.

Based on the table above it shows that there is no significant relationship between writing competence and the gender of the students. It implies gender is not a significant factor that affects the writing competence of the students. Furthermore, it means that a student needs to be competent in writing regardless of their gender as they aim to become competent in their communication skills.

	Mean	Mean Difference	df	t-value	Sig. Value	Result
Female	2.6217	.50034	58	3.901	.000	Significant
Male	2.1213					

Figure 5. Difference between the scores of the respondents

Table 4 presents the significant difference in scores of the respondents.

The table shows that there is a significant difference between the scores of the respondents as the female students performed better than the male as it could be shown the mean scores they have obtained 2.62 and 2.12 respectively. This has been supported by numerous studies which found out that tend to score higher in writing essays as girls tend to obtained higher scores, composed more fluently, used words that are appropriate to the writing activity since they master those skills early in their age as compared to boys.

Discussion

Based on the findings obtained the following conclusions were made:

1. The writing competence of the respondents falls on 2.37 which is on the Poor to Fair level.
2. From the level of their writing competence; it could be seen that they committed grammatical errors in their written discourse specifically on the verb tense as their common error is the inconsistent use of tenses of verbs in their written discourse.
3. There is no significant relationship between gender and level of writing competence as gender is not a significant factor that explains why females performed better than male students.
4. There is a significant difference between the scores and gender of the students.

Conclusion

Based on the conclusions, the following recommendations were made:

1. SHS language teachers must focus on teaching the students about the verb tenses, especially on the consistency of their uses in their written discourse.
2. A writing program must be developed to help the students in their written discourse to improve their grammatical knowledge.

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Affiliations and Corresponding Informations

Corresponding: Richmond Romar S. Rivera
Email: rr28rivera@gmail.com
Phone:



Richmond Romar S. Rivera:
Ilocos Sur National High School