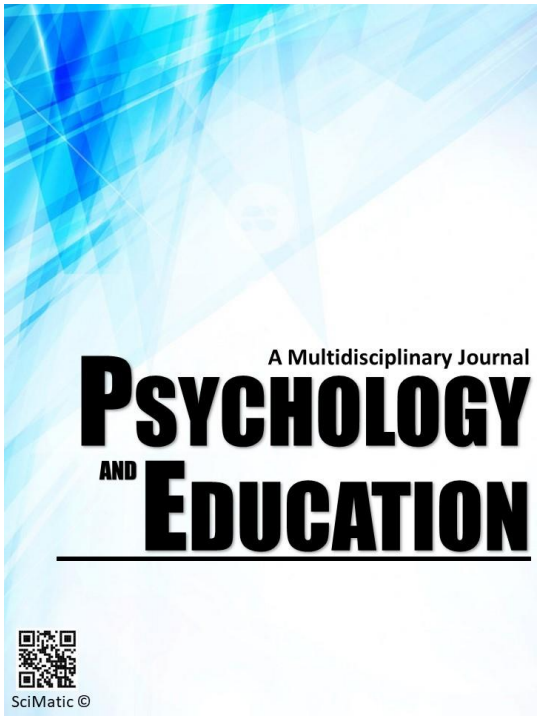
THE CULTURE OF JOURNAL WRITING AMONG MANOBO SENIOR HIGH SCHOOL STUDENTS



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Research Article

The Culture of Journal Writing Among Manobo Senior High School Students

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Abstract

This study explored on the culture of journal writing among the Senior High School Manobo students. The purpose of this qualitative morpho-semantic and syntactic study was to discover the morphological, semantic and syntactic features of the written output through morphological, semantic and syntactic categories, present in their journal writings. Also, beliefs and practices embedded in the norms, values, and ideologies were identified. The study was conducted among the Manobo students in the Senior High Schools of Central Mindanao, particularly in the Division of North Cotabato. Findings revealed that morphologically, the features that flourished are the following: subject-verb concordance, tenses, Pronouns, Prepositions, Articles, and the use of adjectives.Semantically, the features are the following: word choice, idiomatic expression, borrowing, and vernacular. Syntactically, the features are: the types of sentences according to structure and function; and the dominance of code switching and run-on sentences.Lastly, as to the beliefs and practices embedded in the norms, values, and ideologies of their journal writing, the major themes are:valuing education, family and friends as treasure, preservation of culture, and emancipation from the bondage of poverty.This study has shed light on the writing capabilities and weaknesses of the Manobo students when it comes to English language. Further, such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

Keywords: Applied Linguistics, Culture, Morpho-semantic and Syntactic Analysis,Manobo Senior High School, Philippines

Introduction

For a student struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated. Writing problems rarely occur in isolation, and improvement in writing goes hand in hand with the development of other non-writing-specific skills. Thus, a problem with the development in one of these areas is likely to interfere with a student's progress as a writer (Wingate, 2006). In addition, Fareed, Ashraf, and Bilal (2016) emphasized that one of the reasons why teaching writing is such a challenge is that most classes contain a mixture of students, those who have placed directly into a particular level of a course and those who have passed into that course in sequence from a previous one. In the senior high school curriculum, most of the courses offered require a lot of writing skills for a variety of writing tasks.

As observed, Senior High School students are having difficulties in constructing simple sentences in writing essays, quizzes that require explanations, periodical exams especially when asked to write essays related to their lessons. As a result, students usually get low scores in their activities and written outputs. This is even very evident even in writing excuse letters and other forms of written communication. As a matter of fact, this was proven by Pablo and Lasaten (2018) in their study among the Grade 11 students in Laoag City. Their findings show that the students have difficulties in writing academic essays such as lack of variety of ideas in terms of content and ideas, lack of connectives in terms organization, incorrect word or idiom and word usage in terms vocabulary and word choice, poor sentence structures in terms of language use, use of first person pronoun in terms of formality and objectivity, and lack of citations in terms of referencing. Notably, the overall quality of the students' academic essays ranges from poor to fair. Further, the quality of the academic essays of the students from private schools is of better quality thanstudents' academic essays from public schools.

The researcher, being a SHS teacher was prompted to conduct this study to further enhance her strategies in transferring knowledge of the English language by exploring the morphological, semantic, and syntactic features of the journal outputs of SHS students. Specifically, results of this study may contribute to the most marginalized group, the Indigenous group of students to better their understanding and competence in the use of the English language.

Methodology

Research Design

This study used a qualitative research approach employing content analysis through textual analysis. As defined by Schreier (2012) qualitative content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). Using content analysis, researchers can quantify and analyze the presence, meanings and relationships of such certain words, themes, or concepts. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of surrounding the text. Further, Bell (2011) expressed that qualitative is employed whenever the intention is to understand the individual's perception and opinion of an experience. Qualitative research was utilized for it explored the personal thoughts and ideas of the SHS Manobo students about their experiences on their own culture specifically on their beliefs and traditions. Qualitative Research Software International (2010) stated that qualitative method is utilized if the study deals with the lessons learned, attitudes, behaviors, value systems, motivations, aspirations, culture or lifestyles.

Role of the Researcher

Background, credentials and experiences of the researcher are all necessary in the qualitative study since the researcher is a tool in the collection of data and in performing the analysis. My roles as researcher were portrayed from the identification of the problem to study up to the presentation of the results. For the source of my data, I have been very diligent as the main researcher so I had an informed consent secured from the division office of North Cotabato in order to have a track among the senior high school Manobo students for profiling.

I informed the teachers of the participants, I conducted an orientation to them, informing them of the mechanics needed to be done in order for me to gather the journal writings needed in this study. In addition, I made sure that the outputs of the participants are really journal writings from one of their subjects offered in their curriculum. In the analysis, I served as the interpreter of the text in the journal of the students. It is also my role to describe the text based on the morpho-semantic and syntactic features in order to distinguish the relevant semantic and syntactic features of their written output. Together with my data analyst, I also formulated the themes which flourished from the journal writing of the participants. Finally, upon generating the themes, I discussed the results with further related literatures in order to present it in a substantive manner.

Research Participants

The research participants of the study were the 15 Manobo Grade 12 Senior High School Technology and Livelihood students in Magpet, North Cotabato. These students were officially enrolled in a recognized Senior High School in Central Mindanao. The selection of the participants was through random sampling. The sampling was done through the referrals of the teacher's in-charge that have the biographical portfolio of the students who are really full blooded Manobos. Moreover, the participants were pure Manobos, meaning both parents should also be Manobo by tribe and blood. They were identified through the help and records of the advisers and teachers.

The researcher chose the Manobo students as participants because of the significant number of Manobos in the areas of Cotabato who voluntarily send themselves to school. Voluntarily in such that for other tribes, their young learners are not really interested of going to school while for the Manobo tribe, most of the young bloods are now in school. The inclusion criterion observed in the selection of locality was accessibility of the location. Specifically, those students who were identified as pure Manobo based on the demographic records of the teachers were included in the study. The students who were not pure Manobos based on the records like only the mother or the father is Manobo were excluded to take part in the study.

Research Locale

The focus of this study was the Grade 12 SHS Manobo students who were officially enrolled for the School Year 2018-2019 in one of the recognized Senior High Schools of the Department of Education in Central Mindanao. The study was conducted in School A in Magpet, North Cotabato as this the school that was identified of having students from various indigenous tribes in Mindanao. Amidst the varied indigenous tribes in this place, the Manobo tribe is the highly populated tribe in the place and that more Manobos are admitted to senior high school education and other tribes are not that interested of going to school. Magpet derived its name from the word "Malotpot" which means "a place where people gather in fellowship to partake of their packed lunch wrapped in

banana leaves". An anonymous lexicographer inadvertently shortened the word "Linoppot" to "Maupot". Much later and further spelled into Magpet by a certain forester in his survey report.

Research Material

The journal output of the Manobo Senior High School students served as the basis of the study. There were 15 participants involved in the study who were selected randomly. Each participant came up with three Journal outputs. The said journal outputs were based from the writing prompts given to them. Each of the writing prompt has objectives to follow, so the participants had their focus on what to do, what to observe in their written outputs. There were 45 written outputs analyzed in the study. A rubric was used to check on their performance. I sought permission to conduct the study from the Division Office, the School Principal and the subject teachers as well to have the access to their written outputs in one of their subjects in the Senior High Curriculum.

The basis for the study was the Journal output of the TVL Senior High School Manobo students from one of their subjects offered in the Senior High School curriculum. Other forms of writing were not considered and not part of the study. Alvi (2016) states that before taking a sample the population needs to be defined. In other words, one must know what characteristics constitute the population of interest. According to Creswell (2013) population should be identified and defined since it is selecting subjects so that all members of a population have an equal and independent chance of being selected.

Data Collection

In order to document the needed data of my research, Creswell (2013) emphasized that the data collection should comprise four basic processes: observation, audio materials, interviews and documents relevant to the study. In this study, I only utilized journal written outputs from the participants. The purpose of textual analysis is to describe the content, structure, and functions of the messages contained in texts (Frey, Botan & Kreps, 2013). This study was conducted in November 2018 to December 2018 in Manobo National High School, Magpet, North Cotabato. Journal writing activity was conducted to 15 Manobo TVL Senior High School students in the said school during their Reading and Writing class. Inclusion, exclusion and withdrawal criteria were further observed as it refer to the set predefined characteristics used to identify potential participants who will be the source of significant information required in the study. Inclusion criteria together with the exclusion and withdrawal criteria, became the bases in the selection of target participants to ensure that they can provide enough and essential details to address the research questions of the study.

In this study, the participants are the Manobo Senior High School students who are officially enrolled this school year to their chosen strand. The said participants are pure-blooded Manobo students and at the same time residents of Barangay Manobo (Tico), Magpet, North Cotabato. Also, the participants are voluntary and they are never forced to write their journal entries as sources of data needed for the study. Further, the participants may also withdraw their participation or/ and consent if the researcher fail to observe the predefined agreement or the conditions stated in the consent form. Since the participation is voluntary, the researcher should allow the participants not to write in the journal entries without any given explanations.

Before the journal writing activity, I prepared three writing prompts with objectives so that the participants will be guided on what to do and they will also have the focus on what to include in their written outputs. I submitted the writing prompts and rubric for validation by the experts. Then, I asked the permission to conduct this study from the office of the Schools Division Superintendent in North Cotabato. After the approval, I made a courtesy call to the Area Cluster Head of Magpet, the School Principal of Magpet National High School, Magpet, North Cotabato. I also made an arrangement schedule with the English teachers about the administration of the writing activities to the participants which also included checking their records, such as their birth certificate, student's profile to further verify if they are really pure Manobo because it is a requirement of the study. After that, the participants were given informed consent forms to fill in and they were informed in advance of the nature of the study. After the retrieval of the accomplished consent, the participants started the first writing activity.

The student participants were not being informed that their written outputs is part of the study, this was to ensure that everything will just come out naturally. Their written outputs were analyzed by an analyst based on the theories of Murcia and Krashen. Themes and core ideas were identified in order to further the discussion of findings.

Results

Morpho-Semantic Features in the Journal Writing of Manobo High School Students

The outputs of the students were mostly written in Filipino language. These are evident in most of the sentences they created where they manifest difficulty in expressing their ideas using the English language. Nonetheless, morphologically, the features that flourished are the following: subject-verb concordance, tenses, Pronouns, Prepositions, Articles, and the use of adjectives. These features are dominantly present in the outputs of the students which make it then recognized as a morphological feature in the writing of the Manobo students. These features are all essential in understanding how Manobo students construct their sentences. Dominantly, results show that the Manobo students were only able to use very limited English language words. Also, it can be gleaned from the outputs that students find it difficult to exactly express what is in their minds since they also tend to code-switch in the middle of their written outputs. The first morphological feature which was very rampant in the outputs of the students is about subject-verb concordance or the inability of the participants to use the correct verb that agrees to the subject in their sentences.

Exhibited in Table 1 *(see, appendix)* are the morphological features with the identified sample excerpts from the students' outputs. The sentence, My plans is ….. SP2,JE1 is one example showing that the student failed to use the appropriate verb for the subject plans. Supposedly, the student should have used are instead of is as verb to the noun subject plans. Table 1 Morpho-Semantic Features in the Journal Writing of Manobo High School students Morphological Features Sample from the Journal Writing Incorrect Correct 1. Subject-verb concordance.

As to the semantic features, the rampantly observed feature was the word choice. This is evident in the excerpts: can affect…instead of can influence; hindrance…instead of using the word, help; through pushing…instead of by being; in not…instead of using for no; and encourage myself…instead of saying, I am motivated.

SPE, JE3 Another semantic feature is the use of idiomatic expression where the participants used the idiomatic expressions, flying colors, crying shoulder, partner in crime-SP12,JE13 . However, very few of the participants used this. This further means that only few of the students know about idiomatic expressions and or only few students were able to utilize idiomatic expressions in their journal entries.

Next semantic feature is in the use of borrowed words like,
suporta, importante, interesado-SPE1,JE2, sakripisyo-SP2,JE1, absent, kultura-SP3,JE1, and inspirasyon-SP3,JE3.

Another subject-verb concordance observed is from the excerpt, *Instruments that made by…* SP2,JE1. In this excerpt, the student omitted the verb *are* which has to be put after the relative pronoun *that.* Hence, the correct expression is: *Instruments that are made by…*

Another is with the line, *Because they are support…* SP2,JE3. In this excerpt, the student overused the verb *are* as the student had it between the pronoun *they* and the action verb *support.*

Other excerpts that reflect subject-verb concordance are: *Makes your life shortened…* SP2,JE3. which is supposedly, *it shortens your life; She always support me, she always remind me, that lovable and caring, the one who make me…* SP4,JE3 instead of she always supports me, she always reminds me, that is lovable and caring, the one who makes me.

The next feature is in the tenses of the verbs used by the participants in their journal writing. As to tenses, the students failed to use the correct verb form of a certain verb in a sentence. These are seen in the following excerpts: *I study…* SP2,JE1 instead of I am studying; *You've like…* SP2, JE3 instead of *you like*.

The third feature is on Pronouns. The participants are seemed confused in the appropriate pronoun to be used in referring to female and male persons. Also, they failed to use the appropriate relative pronouns in their journal writing making them come up with the following entries in their journal:

Help you…-SP4,JE1
What you are…-SP4,JE1
Family which…-SP4,JE3
Kind of mothers that… -SP4,JE3

Aside from Pronouns, the participants are also poor in using the appropriate prepositions which flourished as another morphological feature common in the journal writing of the participants. In most of their outputs, they usually omit prepositions in their sentences.

These are observed in the following excerpts:

The most of all…-SP1,JE3
Don't sit mat…-SP4,JE2
For her…-SP4,JE3

Lastly, the use of vernacular also flourished as a semantic feature where the participants used the terms, kamfroy-SP2,JE1 which means ninuno ; and linotlot-SP4,JE1. These terms were used as it seemed that the participants could not figure out the Filipino or English equivalent of these words.

Syntactic features in the journal writing of Manobo Senior High School students Illustrated in Table 2 are the syntactic features in the journal writing of Manobo senior high school students wherein they organized their thoughts and ideas using the language which they believe they could mostly express. As emphasized, most of the journal entries were written in Filipino language though there are few which are in English language. For the syntactic analysis of their journal entries, analysis was based on the types of sentences according to structure and function; and the dominance of code switching and run-on sentences. Moreover, code-switching is rampant in the writing of the students making it as a language phenomenon present in the journal writing of most second language learners.

In the data, simple sentences dominate the organization of the paragraphs. Excerpts below are sample sentences from the journal entries which are simple in form. As a simple sentence, the students were able to come up with correct simple sentences however, not all of these simple sentences are in English language.

Codeswitching is a process of shifting from one linguistic code a language or a dialect to another, depending on the social context or conversational setting. It is also referred as language alternation that occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Among the types of switches, tag switching is absent in the journal writing of the students. However, inter-sentential switching is numerous.

Intra-sentential Switching. In intra-sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift.

also if I need a money for emergency purpose,"kahit meron silang pera nagsasabing wala" that's why I pursue my self to " pagbutihin ang pag-aaral" and most of all I'm encourage myself. SP1,JE3
The fourth is my teacher because sila ang dahilan kung bakit ako natuto ng mabuting asal SP2,JE1 At gusto ko pa namatuto ng marami at madagdagan ang mga happy memories. SP2,JE1

Upon analyzing the syntactic features, code switching was mostly observed in the writings of the students. Thus, it flourished as language feature in the journal writings of the students. Code-switching is also called in linguistics as language alternation which occurs when a speaker alternates between two or more languages or language varieties in the context of a single conversation. Multilingual speakers of more than one language, sometimes use elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety. This can be categorized into Inter-sentential, Intra-word, and Extra-Sentential or

Tag Switching. However, in the analysis of the students' journal writing, only Inter-sentential and Intra-word code switching were observed on their writing.

Inter-sentential Switching. In inter-sentential code switching, the language switch is done at sentence boundaries—words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers.

Intra-word Switching. The mixing of two languages within a word. Switching occurs at morpheme boundaries.

…pangtraditional SP1JE1
…naga push SP2JE3
…magcelebrate SP5JE2
…magproceed SP5,JE3; SP14,JE1
…ishare SP7,JE2
…nagencourage; icomfort; kino-correctionan SP8,JE3
…magkaboyfriend; pinakabestfriend SP10, JE3
…ice-celebrate SP11, JE2
…e spend; naenenjoy;nagpapaencourage SP13, JE3
…magparemine; nagreremine SP14,JE3
…nagrerepresent SP16,JE1

Beliefs and Practices Embedded in the Norms, Values and Ideologies of Journal Writing of the Senior High School Students in Central Mindanao

As the students were asked to write about their culture, their weak skill in writing their ideas in English language hindered them from writing substantive outputs. This made the result about beliefs and practices to be very limited as well. The major themes are valuing education, family and friends as treasure, preservation of culture, and emancipation from the bondage of poverty. Majority of the student participants wrote about their strong point of giving importance to education. With the theme, valuing education, the participants consider the value of education as directly related to one's effort in studying and that it is about taking ownership of one's learning. Also, the participants consider self-motivation towards education as a practice as they would always remind themselves about the importance of having a degree, especially in their desire to live a prosperous life in the future. This is evident in the following excerpts of the students:

Being educated is the biggest asset. SP12,JE1;SP13,JE3
To earn a better life, a person needs to understand the value of education. SP15,JE1
Education is the ultimate pathway to success. SP2, JE1; SP14, JE1

With the second theme, Family and friends are treasure, the participants wrote passionate answers that it is a practice among them that they really consider their family and friends as treasure. They emphasized that it is common among them that they bond with the members of the family and they consider each one as their source of motivation to be successful in life. To them, being with their family is a gift and it provides them encouragement, support and positive influences. Their strong practice of considering their family and friends as treasure is observed in the following journal entries of the participants:

To have a family means to feel secure, to have someone who one can count on, whom one can share problems. SP9, JE3; SP11, JE3
Spending time with family shows individuals the value of love, appreciation and open communication. SP5, JE3; SP13, JE3
Friends provide positive influence, encouragement and support. SP2,JE3; SP3,JE3; SP5,JE3; SP8,JE3; SP9,JE3, SP10,JE3;SP12,JE2

The third theme was preservation of culture. In this item, the students expressed how they value their culture as it gives them the sense of belongingness. Also, they emphasized that their traditions bring their family together and that it binds them to unity as a Manobo tribe. The Manobo students specifically wrote:

Tradition bestows a sense of comfort and belonging.SP1, JE2; SP4,JE2; SP7,JE1; SP9,JE2;SP11,JE2;SP13,JE2;SP14,JE1
Tradition brings families together and enables people to reconnect with riends. SP5,JE2; SP6,JE2; SP7,JE2;SP13,JE2
Preservation of cultural heritage provides a sense of identity in a fast changing world. SP6,JE1; SP9,JE2;SP11,JE11;SP14,JE1

Lastly, Emancipation from the bondage of poverty also boiled out as a major theme for the beliefs and practices of the Manobo students. In their journal writing, they wrote about their determination to lift their families from the hardships that they are facing today. Moreover, they firmly believe that they can only do it if they can finish a degree. The participants emphasized:

Education means improvement in the standard of living. SP2, JE2SP18,JE1
Education can change life into something better. SP2, JE1SP6, JE3
Education is the best weapon to eradicate poverty. SP1,JE1SP3,JE1;SP3,JE1;SP18,JE1

Their strong practice of considering their family and friends as treasure is observed in the following journal entries of the participants:

To have a family means to feel secure, to have someone who one can count on, whom one can share problems.SP9,JE3;SP11,JE3
Spending time with family shows individuals the value of love, appreciation and open communication. SP5,JE3;SP13,JE3
Friends provide positive influence, encouragement and support. SP2,JE3; SP3,JE3; SP5,JE3; SP8,JE3; SP9,JE3, SP10,JE3;SP12,JE2

Discussion

Morpho-Semantic, and Syntactical features of Journal Writing of Manobo Senior High School Students in Central Mindanao

The domain of morphology is words. How words are formed is the concern of this field so morphological

structure is the structure which consists of the elements to form words. In this study, the morphological features observed in the journal entries of the students are: subject- verb concordance, tenses, Pronouns, Prepositions, Articles, and the use of adjectives. These features are dominantly present in the outputs of the students which make it then recognized as a morphological feature in the writing of the Manobo students. Subject-verb concordance which flourished as a feature is a datum which can be associated with poor sentence construction of the students. Similar to what Gaskell and Cobb (2014) surmised in their study that sentence- level writing errors are seemed expected to many of the students outputs due to the varying degrees of word and vocabulary deficiency of second language (L2) learners.

As emphasized by Wang and Wen (2002), L2 writers obviously get stuck when writing in the target language (TL) because their mother tongue majorly affects the use of the second language; consequently, they may at times combine the systems of the two languages in their L2 writing, which is called "language transfer or syntactic transfer". This is considered a severe problem of L2 writing as Fromkin, et al. (2003) clarify that L2 learners are so dependent on their L1 syntactic properties that they transfer some L1 grammatical rules in their L2 writing, eventually causing such errors. In order to comprehend L2 writing difficulty in terms of language and syntactic transfer more clearly, a number of researchers as well as scholars have paid much attention to identifying what hardships L2 student writers may confront while writing.

Moreover, the inability of the participants to express their thoughts in English is also the same with what Chan (2004) found out from his student respondents when he investigated the evidence of syntactic transfer from Chinese into English. In his study, the focus of L1 interference was on five categories: copula control, adverb placement, inability to use there is, failure to use relative clauses, and confusion in verb transitivity. The results showed that the extent of syntactic transfer was most often employed by the learners of a low proficiency level. That is, the learners at this level relied much on their L1 syntax and lexicons, which they resorted to when writing in the second language. Similarly, Thep-Ackrapong (2005) points out that grammar is one of the aspects involved in all types of language skills ranging from listening to writing and is always thought the most difficult by Thai learners. Therefore, writing tasks do not seem easy for them because most of the Thai language systems are different from the English systems. Errors, consequently, can be made at all times. Thep-Ackrapong also states that errors caused by the dominant of the first language are called "the negative interference of the mother tongue".

Additionally, Jenwitheesuk (2009) studied the syntactic errors demonstrated in Thai college students' writing and concluded that the causes that led to the errors in EFL learners' paragraphs were mainly from the interference of the first language. She explained that the reason behind was that the learners applied the structures of their mother tongue when they write in English. The differences in both vocabulary and the structures of the two languages cause the problems in writing the second language". Similarly, Weijen et al., (2009) examined the use of L1 in writing augmentative essays of 20 second language students. The participants were asked to write under the conditions of think-aloud protocol.

The students' writing process as well as their language use was then observed and recorded. The results revealed that all the participants were dominated by L1 while performing the tasks; that is, because of L1 influences, the quality of L2 writing was significantly decreased. It was, therefore, concluded that L1 use during L2 writing had negative impact on L2 students' writing quality and proficiency in terms of writing performance and language structures. In consistence with Jenwitheesuk and Weijen et al. (2009), the study of MojicaDiaz and Sanchez- Lopez (2010) was conceived exploring the writing problems reported by L2 learners from Korea, Turkey, The Philippines, Thailand and China. The results revealed that the two problems that concerned L2 writers the most were grammar and vocabulary. Grammar and vocabulary are perceived to be the principal problems obstructing the effective writing of ESL/EFL learners. What causes such trouble can be from the different systems between mother tongue and the target language. Due to this, L2 writers are dominated by the rules of their first language, which, eventually, leads to committing errors in their written works.

It is also worthy to mention that subordinating conjunctions are factors that lead to the increase in the number of the complex sentences. The inability of the students to express their thoughts in English is then an alarming issue among the Manobo students especially that they are now in their senior high school level. With the journal writing activity given to them, allow learners to demonstrate analytical thinking. With that, deep and powerful types of learning take place. According to Hipp (2011),the purpose of essays is to demonstrate understanding and to communicate this in

a formal and structured way. It involves more than simply repeating information from readings. They require analyses rather than descriptions.

The short sentences as constructed by the Manobo students can further be explained by the idea of Hunt (1977) about "The Minimal Terminable Unit or T-unit which is the shortest unit of a specific passage that contains one independent clause with its dependent clause/s and can be segmented without leaving any sentence fragments as residue." However, the sentences of the Manobo students are mostly residual in form which is then in contrary to the point of Birkbeck (2013) that whenever students are given writing tasks that are in a form of personal perspective only, that is where they can personally describe their opinions as they may just present raw information.

It can then be surmised that with the kind of output that the Manobo students have when it comes to writing, it is also contradictory to the viewpoint of Susan and Richard (2018) who said that at present, students are exposed to library work, research writing, investigatory projects, different papers such as argumentative, narrative, descriptive and the like making them more creative in the way they write. Students of today are better in their writing skills in all writing requirements. This is a good manifestation that students today are preparing themselves for college and their chosen profession later. These views regarding the inextricable link between writing and the other language skills is echoed by Jacobs et al. (2009) who note that since composing involves many of the same factors as general language proficiency; "a test of composition should correlate substantially with measures of overall English proficiency even though a composition requires a writing performance specifically".

In this regard, Cumming et al. (2005) reported important differences in the discourse characteristics of written responses that were related to proficiency levels. Greater writing proficiency was associated with longer responses, greater lexical sophistication, syntactic complexity, and grammatical accuracy. It can thus be surmised from these views that asymbiotic relationship exist between writing and the other language skills such as listening, reading and speaking as well as the various sub-skills such as phonetics and phonology, vocabulary, and grammar. In summary, even if the students' outputs were mostly incorrect in grammar, having known of it is an explorable issue to work with.

The errors, which mostly flourished as the language feature among the outputs, is something which needs to be addressed immediately and in a positive way. Just like what Weireesh (1991) as cited in Eslami et al.(2014) state that he also considers learners' errors to be of particular importance because the making of errors is a device the learners' use in order to learn. According to him, EA is a valuable aid to identify and explain difficulties faced by learners. He goes on to say that EA serves as a reliable feedback to design a remedial teaching method. In consistence with Jenwitheesuk and Weijen et al.(2009), the study of MojicaDiaz and Sanchez-Lopez (2010) was conceived exploring the writing problems reported by L2 learners from Korea, Turkey, The Philippines, Thailand and China. The results revealed that the two problems that concerned L2 writers the most were grammar and vocabulary. Grammar and vocabulary are perceived to be the principal problems obstructing the effective writing of ESL/EFL learners. What causes such trouble can be from the different systems between mother tongue and the target language. Due to this, L2 writers are dominated by the rules of their first language, which, eventually, leads to committing errors in their written works. Many researchers have thus conducted studies on problems found in students' writing. Anyhow, most of them have regarded the interference of the mother tongue as the crucial factor that should not be ignored.

In consonance, Vahdatinejad (2008) maintains that error analyses can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remedial, which is needed for errors.

Beliefs and Practices embedded in the Norms, Values and Ideologies of Journal Writing of the Senior High School Students in Central Mindanao

The journal writing of the students reveal that the Manobos value education, treasure family and friends, preserve culture, and they emancipate the bondage of poverty. The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next. The social and economic value of this transmission of knowledge is relevant for minority groups and for mainstream social groups within a locality, and is as important for developing localities as for developed ones.

Additionally Feilden (2003) observes that values attached to cultural property come under three major headings namely: Emotional values (wonder, identity, continuity, spiritual, and symbolic), Cultural values (documentary, historic, archaeological age and scarcity, aesthetic and symbolic) and Use Values (functional, economic, social, political and ethnic). Moreover, while fragile, intangible cultural heritage is an important factor in maintaining cultural diversity in the face of growing globalization. An understanding of the intangible cultural heritage of different communities helps with intercultural dialogue, and encourages mutual respect for other ways of life.

There is a risk that certain elements of intangible cultural heritage could die out or disappear without help, but how can we safeguard and manage a heritage that is constantly changing and part of 'living culture' without freezing or trivialising it. Safeguarding them is about the transferring of knowledge, skills and meaning. In other words, safeguarding focuses on the processes involved in transmitting, or communicating intangible cultural heritage from generation to generation, rather than on the production of its concrete manifestations, such as a dance performance, a song, a music instrument or a craft.

In this study, it is made known that the Manobo students could only recall very limited beliefs and practices about their culture. This phenomenon resembles with what Molintas (2004) found in his study among the tribal influences and practices of the natives in Benguet, Mountain Province. He further pointed out that students of today, if not pushed with the inculcation of tribal practices would not mind remembering and knowing the traditions of their roots. Similarly, the study of Johnston (2003) has also something to do with the level of awareness of tribal practices among the natives in Hong Kong. His study concluded that those students who study and spend most of their adolescent years in the cities have resulted to a limited practice of their traditions. This was because of their exposure to the life of those who enjoy city living. In the contrary, the study of Baloy (2011) disagrees on the notion that those who study and spend most of their time in the city have already forgotten their traditional practices. As emphasized by Simone (2010) that exposure outside is just a secondary source of tribal practices. Teaching and internalizing tribal traditions should start at home. That, parents are the ones responsible in teaching and sharing the tribal customs and tradition. Also, parents are expected to implement these traditions at home especially when their children are still young.

Having high cultural awareness is the key to becoming aware of the content of your own and other's cultural values, beliefs, and perceptions. It is the understanding of the differences between people of different backgrounds especially in terms of their behaviors and values. It applies when there are interactions between people of diverse cultures and this is where they can analyze, interpret and evaluate things looked at with various perspectives. An appropriate behavior in one culture is often considered as inappropriate in another one (Rokeach, 2008).

Implications for Practice

In this study, the morphological features observed in the journal entries of the students are: subject-verb concordance, tenses, Pronouns, Prepositions, Articles, and the use of adjectives. These features are dominantly present in the outputs of the students which make it then recognized as a morphological feature in the writing of the Manobo students. Similar to what Gaskell and Cobb (2014) surmised in their study that sentence-level writing errors are seemed expected to many of the students outputs due to the varying degrees of word and vocabulary deficiency of second language (L2) learners. This implies that it can then be of help if the teachers could come up with an intervention program for the Manobo students which could help improve the writing skills of the students. The morphological features that flourished are indicative of the need to give additional writing exercises to the students in order to aid their writing competence. Specifically, in the writing exercises, teachers may do strict implementation of pure English in the writing outputs of the students.

The overall assessment of the journal writings of the students further means that they lack the appropriate skills in writing as it was very evident in how they write their journal entries. Their failure to look for appropriate words and sentences in putting their ideas into writing have also hindered them in exhibiting the beliefs and values that are still being practice by their tribe. So, with this result, it is deemed necessary for the teachers to really address the language competence of the Manobo students as a whole. As educators, every teacher is enjoined to teach pedagogically and especially design teaching strategies that may help the indigenous students become more appreciative and expressive of themselves about their culture. These strategies may be explored in a form of tutorial classes or remedial classes especially to those who may be

referred by the teacher adviser as observed to be struggling in the class. Also, the passionate conduct of home visitation may also be suggestive of having a more interesting atmosphere for the students to intensify their diligence in school.

Implications for Future Research

Subject-verb concordance which flourished as a major morphological feature is a datum which can be associated with poor sentence construction of the students. The sentence-level writing errors are seemed expected to many of the students' outputs due to the varying degrees of word and vocabulary deficiency of second language (L2) learners. Also, the poor skill of the students in subject-verb concordance can be identified as interference of first language. Taking the language foundation of the students involved in this study results to a notion that all of the participants come from non-English speaking background and could hardly communicate in English outside the school. Additionally, looking into the journal writing of the students, the semantic and the syntactic features that flourished also boiled down to the interference of the first language.

This study has shed light on the writing capabilities of the Manobo students when it comes to English language. Further, such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials. Also, by being able to predict errors to a certain extent, teachers can be well-equipped to help students minimize or overcome their learning problems.

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Research Article

Table 1
Morpho-Semantic Features in the Journal Writing of Manobo High School students

Morphological Features	Sample from the Journal Writing	
	Incorrect	Correct
1. subject-verb concordance	• *My plans is..*my plans are- • *Instruments that made by…*instruments that are made by- • *Because they are support…*because they support- • *Encourage you…*he encourages me- • *Makes your life shortened…*it shortens your life.. • *She always support me, she always remind me, that lovable and caring, the one who make me….*she always supports me, she always reminds me, that is lovable and caring, the one who makes me..	*(I am student A, a senior Highschool student.)* *(My family is happy.)* *(Our culture is unique.)* *(My father is the best father for me.)*
2. tenses	• *I study…* • *You've like…*	(My family is happy.)
3. Pronouns	• *Help you…* • *What you are…* • *Family which…* • *Kind of mothers that…*	*(My father is the best father for me.)*
4. preposition	• *The most of all…* • *Don't sit mat…* • *For her…*	*(To earn a better life, a person needs to understand the value of education.)*
5. articles	• *Don't sit mat…*	
Semantic Features		
1. word choice	• *can affect…*can influence, *hindrance…*help, *can affect…*can influence, *through pushing…*by being, *in not…*for no, *encourage myself…*I am motivated. •	*(Our culture is unique.)*
2. idiomatic expression	• flying colors, crying shoulder, partner in crime- •	
3. borrowing	• suporta, importante, interesado • sakripisyo • aabsent, kultura- • inspirasyon •	
4. vernacular	• kamfroy, ninuno • linotlot-	

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Research Article

Table 2

Syntactic Features in the journal writing of Manobo High School students

Syntactic Features	Sample from the Journal Writing
1. Types of Sentence according to Structure	*Ako ay ikalimagalingsapanganay.* I am the fifth sibling in the family. My plans right now is temporary work at least 1 year.- *Ang amako ay nagtatrabahosabukid.* My father works in the farm.
2. Types of Sentences According to Function	*Sa totoolangtumboyako.* Honestly, I am a lesbian. *Sila yung karamay ko sa tuwing may problema ako.* They are the ones who sympathize with me whenever I have problems.
3. Codeswitchng	…pangtraditional …naga push …magcelebrate …magproceed …ishare …nagencourage; icomfort; kino-correctionan …magkaboyfriend; pinakabestfriend …ice-celebrate …e spend; naenenjoy;nagpapaencourage- …magparemine; nagreremine
4. Run on Sentence	*Kaya ako ay nagpatuloy sa pag-aaral upang maabot ko ang ninanais ko sa buhay at maahon ko sahirap ang magulang ko na makapagpahinga na rin siya at hayaan niyang ako na naman ang maghanapbuhay tsaka makapag pa-aral ko ang mgakapatid ko tsaka makapagtrabaho ng maayos.* So I continued my studies so that I can reach my dreams in life and I can lift my family from poverty and my parents could also rest and I will work to sustain our living and I can also send my siblings to school so they will also have a good job.

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Research Article

Table 3. Major Themes and Core Ideas on the Beliefs and Practices embedded in the Norms, Values and Ideology of Journal Writing

Major Themes	Core Ideas
valuing education	The value of education is directly related to one's effort in studying.
	The value of education is taking ownership of one's learning.
	Education is a way to attain one's dream.
	Being educated is the biggest asset.
	To earn a better life, a person needs to understand the value of education.
	Education is the ultimate pathway to success.
	To lead a happy and prosperous life, one has to study to be successful in life.
Family and friends as treasure	Family shapes one's life.
	Family is the most important and valuable gift..
	To have a family means to feel secure, to have someone who one can count on, whom one can share problems...
	Family members teach each other, serve one another and share life's joys and sorrows.
	Spending time with family shows individuals the value of love, appreciation and open communication.
	Values are inculcated in the family.
	Friends provide positive influence, encouragement and support.
Preservation of culture	Tradition bestows a sense of comfort and belonging.
	Tradition brings families together and enables people to reconnect with friends.
	Preservation of cultural heritage provides a sense of identity in a fast changing world.
	Cultural heritage affirms one's identity as a people.
	Culture and its heritage reflect and shape values, beliefs and aspirations.
	Sustainability in the preservation of cultural heritage through education and learning the language is encouraged
	The celebration of the IP day manifests the preservation of one's cultural heritage.
Emancipation from the bondage of poverty	• Education means improvement in the standard of living.
	The importance of education is to live independently and to gain freedom.
	• Education can change life into something better.
	• An educated person can lead his life with many comforts.
	Education is the best weapon to eradicate poverty.
	Earning a degree is a major tool to take a job.
	Education is the best investment for the people because well-educated people have more opportunities to get a job which gives them satisfaction.
	Education is lamp for desire of the poor.