

Study on Writing an Informal Theme in Filipino

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Abstract: *The main objective of the researcher in this study is to analyze the frequent errors in the informal writing of students in the second year of high school of MSU-Buug College, Buug, Zamboanga Sibugay during the school year 2003-2004. The researcher wishes to answer the following questions: The common mistakes made by male and female students in the second year in writing informal in Filipino according to the following aspect : 1.1 In Writing, 1.2 In Formation, 1.3 In Content. The causes of mistakes in writing informal theme, the significant differences in the errors made by men and women according to the aspects mentioned, the significant differences in the causes of errors in the writing of informal theme by boys and girl. This study is a teaching year for the researcher's desire to have enough time and to interpret data that is the basis of the outcome. This study covers the analysis of common errors in informal writing in Filipino and the discovery of the reasons for students' mistakes so that suggested remedies can be found to reduce the weaknesses this is the best of writing. This study describes research and uses survey techniques. The participants are the sixty-four (64) students from three sections of the second year high school of MSU-Buug College, Buug, Zamboanga Sibugay in the year 2023-2024. The participants were made to write informal theme and correct them by underlining and placing markers to correct the writing. Errors in writing, composition and content are recorded and placed in tables. One way (ANNOVA) and Pearson's Correlation Coefficient Test were used to measure important contrasts and relationships of different variables.*

Keywords: common mistakes of the students, causes of mistakes

1. Introduction

Artistic and neat writing is taught in school from elementary school. It is confirmed by this that everyone recognizes the importance of writing as one of the language skills important in communication. Teachers at different levels are methods followed in teaching writing. There is theme writing, periodical writing, report making, and letter writing.

According to Guamen, et al. (1986), writing was invented because people sought to preserve but also contribute to their thoughts. He discovered that memory fades and often, the most exquisite thoughts woven by intense emotions are altered but different from re-expression. Because of the invention of writing, people can go back to the page of their memories, refresh the feeling of that memory and once again give it a new form, in a shorter and more effective way.

Writing is truly a more effective form of language communication. Through this, the person will have more opportunity to organize his thoughts and express his feelings properly, clearly, appropriately and accurately. In addition, writing can cross seas and mountains that a person cannot do without forgetting, changing or prejudging the message to be announced (Guamen, et al. 1986 p.116). Writing tasks are a learning challenge. As part of the course in any discipline, writing is unavoidable because it tests the extent of knowledge. That's why this work is said to be difficult because people are not used to it, are lazy, or simply don't have the passion for writing. Admit it or not, these reasons are assumptions and remain only in the mind. The truth is, it is possible to write well if the system supports it.

Writing, whether formal or informal, is an effective way of expressing thoughts and feelings. Whenever and from the heart

a strong feeling such as resentment, joy, happiness, or resentment can be fully released, it is through writing. Writing informal is the culmination and culmination of linguistic activities that are carefully structured and involve the skills learned (Belvez, et al, p. 175).

Writing informal is a major problem for students at all levels of education. Such a weakness is not cured by constant indifference and lack of interest to learn and practice. Of the four aspects of communication, writing is the most complex because it includes the full skill of listening, speaking and reading. Anyone with a learning disability cannot write, speak and read with understanding.

The reasons for weakness in writing are clear. May not know what to write, no skill in using writing materials and lack of proper vocabulary. The writing of informal should be the result of a series of related language lessons that are devoted to the intelligent return and arrangement of the thoughts that want to be presented. Haste and lack of complete preparation in writing theme often ends in the writer's failure (Belvez, et al, 2001 p. 174).

Based on the school curriculum, one of the things that students are required to do is to write informal theme, whether formal or informal. Usually four are done in one lesson. It still requires writing a draft so that the drafter can practice writing and correct what they have written. Thorough proofreading and grading is based on content (50%), structure (25%), and writing elements (25%).

Sometimes writing a composition is boring for the teacher because no matter how much the explanation about the correct way of writing in or composition is repeated. In addition, so that they can give the importance of the Filipino subject which is

usually not given proper importance.

So because of this she decided to appreciate the informal compositions written by his students in the second year high school of MSU-Buug College, Buug, Zamboanga Sibugay. Shee wants to find out what are the common mistakes in informal and the reasons for these mistakes so that he can make and come up with suggestions for solving them. She can also help his fellow teachers to improve or improve the writing or correction of students' works.

The hypothesis presented was tested using the 0.05 significant level. H_{01} . There is no significant difference in the errors made by men and women according to the three aspects mentioned. H_{02} . There was no significant difference in the causes of informal theme writing errors by boys and girls. H_{03} . The mistakes made and the reasons for the mistakes in writing informal theme are trivially related.

2. Statement of the Problem

The main objective of the researcher in this study is to analyze the frequent errors in the informal writing of students in the second year of high school of MSU-Buug College, Buug, Zamboanga Sibugay during the school year 2003-2004.

The researcher wishes to answer the following questions:

- 1) What are the common mistakes made by male and female students in the second year in writing informal in Filipino according to the following aspect :
 - In Writing
 - In Formation
 - In Content
- 2) What are the causes of mistakes in writing informal theme?
- 3) What are there significant differences in the causes of errors in the writing of informal theme by boys and girls?
- 4) Are the mistakes made and the reasons for thmistakes important in writing informal theme?

3. Significance of the Study

This study is important and timely because it aims to reduce the problems of teachers regarding the common mistakes of students in writing informal in Filipino. So this study is important in the following:

To the students . This study reveals where they are typically weak, despite cultivating skills that begin in the fourth grade of elementary school. When they know where they are weak, they can make a proper fabrication. therefore, when they go to college where fiction writing is still a task in the language arts subject, they no longer carry the common mistakes made in their communication, whether oral or written. The outcome of this study can make students aware of their weakness in writing informal compositions in Filipino. In this way, they will be able to give themselves a proper and proper

To the teachers . Accompanying this is their difficulty in teaching the language by writing an informal composition in

Filipino. They will also know the explicit skill, efficiency, and weakness of the students in writing their informal compositions To the teachers. Accompanying this is their difficulty in teaching the language by writing an informal composition in Filipino. They will also know the explicit skill, efficiency, and weakness of the students in writing their informal compositions in Filipino. Teachers can also relate the method that is most effective in correcting fabrications.

In School Officers . The outcome of this study can further expand the understanding of the school's policy that must be followed regarding formal or informal writing. It can provide guidance in writing. It can also provide guidance in developing teachers' attitudes toward teaching writing. This in turn will provide knowledge about the weakness and efficiency of teachers in the development of command regarding written discussion. They will also know some of the problems and needs of teachers regarding such lessons.

In other Relations with Education and Researchers.

They may even be able to create a new concept that is suitable for the new energy of education and is important for the development, propagation and enrichment of the language. This can be used as a platform to test the importance of other factors that cannot be tested in this study and can make students aware of their difficulty in writing fiction. it awakens the responsibility of parents as teachers of their children in their own homes. The scope of this study is a teaching year for the researcher's desire to have enough time and to interpret data that is the basis of the outcome .This study covers the analysis of common errors in informal writing in Filipino and the discovery of the reasons for students' mistakes so that suggested remedies can be found to reduce the weaknesses this is the best of writing . This study describes research and uses survey techniques . The participants are the sixty-four (64) students from three sections of the second year high school of MSU-Buug College , Buug , Zamboanga Sibugay in the year 2023-2024 . The participants were made to write informal theme Sand correct them by underlining and placing markers to correct the writing . Errors in writing , composition and content are recorded and placed in tables . One way (ANNOVA) and Pearson's Correlation Coifficient Test were used to measure important contrasts and relationships of different variables.

4. Related Literature and Studies

4.1 Theoretical Support

This research was conducted based on and based on theories and concepts related to language, expression, and writing informal theme and composition.

According to Belvez (2001), an important human characteristic is his ability to express his thoughts and feelings in different ways. This is the main difference between man and animal, although the latter also has its own way of expression. An important component of proper communication is effective expression leading to clear understanding and good communication.

Every person has a native ability to express himself using his first language which he was aware of and learned when he started speaking. Language is a common medium of expression, so the ability to use it is important. This is where rhetoric comes in. According to the dictionary, rhetoric is the art of beautiful and well-structured statements to attract listeners and readers. Rhetoric focuses on clear, concise, beautiful and pleasing expression.

Language is the main medium of expression whether spoken or written. Through language people can communicate and write some thoughts and ideas. Any place where people live, sure with the language used. Even the oldest indigenous tribes in the Philippines communicate through language. It is said that the language spoken by a group of people serves as a bridge or bond of their unity.

Language is also the road to a more developed civilization. Without language, there is no science, religion, commerce, art, literature, and philosophy. Therefore, language is the deliberate vehicle of development in the disciplines mentioned (Belvez. et al. 2001, p.1)

According to Panganiban (1970), language is a tool interpreted by people to be used in communication within a community or country in the exchange of opinions, news, newspapers of feelings, learning, analysis, gathering, and teaching. of wisdom.

According to Belvez, et al, (2001), writing a language component is a very important part of human life. It seems that there is no one who has not experienced holding a pen to express his thoughts or feelings. He can express different emotions through writing. He can express his sadness, anger, happiness and so on through writing. He can show his appreciation to the person who has done good or honor through writing.

One skill that anyone should acquire is the skill of writing. This can be considered one of the most effective ways of expression that people can think and feel. If at the beginning he listens quietly to what his interlocutor is saying, he will speak about the topic he heard. He can also look for a book or any reading material that contains this topic to further expand his knowledge. And what is the last way he can do it? There is nothing else but to write. He will communicate his findings in writing (Belvez, et al. 2001, p. 199).

Not everyone is given the opportunity to become a writer. But everyone has the ability to write. It is important for a person to be able to write so that his or her opinion or stance on the subject he or she wants to pay attention to becomes stronger. Not everything a person wants to say can be said. Maybe he is shy, doesn't have the courage to express his thinks and feels, or he doesn't want to hurt others' feelings. Because of this, he can only do one way: writing. Through this, he was able to release the feeling that wanted to be released from his chest. He was able to express this without hesitation or hesitation. Writing a variety of essays is a part of every student. At the elementary and secondary level, four types of writing are prepared by students

in each grade/level of study each year.

Because of this, the preparation and application of this work is important. It can be considered that writing is the highest and most prominent skill that students should cultivate. Highest because it requires the following preparations: Thorough knowledge of the structure of the language; adequate knowledge of writing materials; thorough knowledge of using the appropriate word in the sentence; adequate skill in combining thoughts to form; have a broad perspective on the topic talk write or discuss.

Writing according to Xing and Jin (1999) is a comprehensive ability to know proper use, vocabulary, thought formation, rhetoric and other elements. It is related to listening, speaking and reading.

According to Keller, writing is the sum of a need and happiness. Another critic said that one cannot learn to write is absurd. The truth is, anyone can write if they want to, and if they are willing to try. Good essay writing depends on two factors.

In a person's effective way of writing and also. With his unique characteristics he has since his birth (Belvez, et al. 2001, p.201). Because of the aforementioned, the researcher was interested in focusing the study on this topic. So in Figure I the researcher showed the flow of his study. It sprouts language and ability able to express MSU-BC second-year high school students were asked to write and explored common mistakes, the causes, and suggested appropriate remedies toward students' essay writing proficiency. or composition. In addition, it will ease the correction of teachers and they will be interested and satisfied in reading the fabrications of what they are teaching.

4.2 Related Literature

Of all the things that were important to man, he did not pay due attention to the oral and written work. No one even remembers to give them value so without communication, whether verbal or written, even the smallest Task will be difficult, if not, impossible to perform. Both speaking and writing language convey meaning, however, they differ greatly. The human body has all the needs to communicate. It is only necessary to open the mouth and speak to convey the message. The sound created by the person carries the message to the listener who automatically understands what is being said because the same language is used. On the other hand, sounds conveyed through symbols that are tapped and not heard are written language. These are the important features of language which are the key to understanding.

Lachica (1999) stated that it is necessary to consider that writing is a process that is necessary to consider that writing is a process and not a task to be carried out when it is loved or brought by the need. In either situation writing is facilitated. As a process writing consists of three steps such as planning, drafting and revision. Chances are at any part of the process, writing can be done at all levels.

In the long history of language studies, many arguments have been made regarding the relationship between writing and speaking. It has been proven that the attention given to written work is higher. This is considered the medium of literature which is the source of the standard of linguistic excellence. Grammatical rules are well followed and characterized in written texts. For them, it is only through writing that language is given the opportunity to remain with a sense of power (Lachica, 1999, p.6) . Without writing, there would be no learning of history. There is no path to the past. the accumulated wisdom of mankind remains hidden in the void. Through writing, the thoughts of those recognized who have been absent from the earth for a long time are captured. those who know how to read benefited from it. It seems that the golden grains of thought and great events in history are only through word of mouth. Writing fills the human weakness of memorizing everything. And apart from the practical writing equipment, it is able to gather the important literary notes of the world of novels, stories, essays, poems, and plays. In literature the act of writing becomes an art. It gives the writer an opportunity to create an expression. It is true that writing is the most important human discovery (Lachica, 1999, p. 7).

According to Arrogante (1994), composition is a professional writing of students in class. It is carried out clearly and effectively through careful selection, good organization and careful development of ideas in sentences and paragraphs, thus creating a work with good, interesting and meaningful content and with logical and original format .We write for the reason , as well as for the why we are speaking to express ideas to others.

Like speaking, writing is a skill. That is, it's not something that just naturally works. It takes work, repetition and practice. A person who is just learning to write a composition can be compared to a basketball player who needs daily practice to improve speed, strength, duration, balance and coordination. The purpose of composition writing is: first, to give students training in writing to express ideas based on truth, in correct, appropriate and understandable language; and secondly, cultivate the skills needed to write meaningful content with an original format.

Composition has two types: informal or free, and formal or directed. Informal or free composition is a writing exercise that allows students to express themselves in a language they are familiar with and in a format they love. There is no model attached here. They were only left to discover personal effective exposure in the form they found attractive. Whereas , the composition is formal or directed is controlled. The teacher's guidelines are taken into account when writing this. The language used here is selective and the appropriate form comes from the well-formulation of details. This is done in an academic and technical orientation model. It is said that the secret of effective language teaching lies in the beginning of offering students constant training regarding the form and structure of such language without forcing the children to express their thoughts. The writing of theme must be organized and sequenced to meet the immediate need practice writing formal theme. It should be the beginning of learning and

specific training, towards the pain of pain training until the desired level of learning is achieved. Cultivate in students the skill of developing their ideas and spirit (Belvez.).In any form of writing,the first thing to think about is the topic.A topic is an idea that is intelligently developed through the discussion method.The subject is chosen according to the interest, knowledge and experience of the writer . However, the reading must also be considered, so it must be attractive and rewarding for him to spend time reading. Usually the topic that is enjoyed to read, especially by the audience, is the one that has a great relationship with everyday life. It's about life's important things that are interesting and timely.It's about people who are famous, different and controversial. that about man's struggle with himself, with others, with nature,with everything- everything. Once the topic has been chosen,the second consideration is the discussion here . Of course , the purpose of writing is included here , information , entertain , encourage , criticize , and others. But in a composition , a goal is right . Decide good form in discussing , presenting , narrating, describing or reasoning. It has to fit the purpose, as well as the subject. Even now, writing begins (Arrogante, 1994; p. 159).

Clarity is important in any type of fiction writing. Sometimes, a speaker or writer thinks he is clear expressed, but as if listening or reading. Speaking , one reason may be the unclear pronunciation . How if you read it, you still won't understand the thoughts in especially effective speech. Another reason is the chaotic presentation of the thoughts to be expressed. The sequence is not correct these are so confusing to the readers.It is difficult to write a theme without the empty mind of writer essential ingredient of effective writing wealth of mind as result of experience , reading and observation . This gives color in the subject to be write , moves the characters and creates the picture in the writer's imagination. No juice to squeeze out a void in the spirit of anyone who attempts to write a theme. Therefore, what are the requirements for effective writing?

Here are some. Broad knowledge in various disciplines such as of economics, sociology, history, nature, and others. Adequate language and linguistic knowledge; Different types of experiences that can be personal or with others; Creative imagination; Rich vocabulary; and Ability to use language artistically. To make the students more prepared, they are taught again in the construction of the paragraph. Its parts are emphasized : introductory sentence , middle sentence , and concluding sentence . If the students are well practiced in writing the paragraph will be it is good for them to write a composition or any fiction. (Cruz, 1978, p. 123).It is said that it is hard to stop a writer when he is have already started this work. Writing is like a stream of water which continues until it is no longer dry or itchy . The spirit is the fountain of thoughts that are being communicated , so if it is always full and rich , a writer will never run out of things to write. One is also an important requirement for effective writing having a rich vocabulary. Inadequacy is a hindrance to writing or the future of suitable words to be used in art expressing a thought or feeling . Skill is also needed in connecting the words to the artistic formation of those sentence . It is a natural feature of the Filipino language to have rich vocabulary , rare suffixes , and different forms and

types of the sentence (Belvez, et al., 2001, p. 174).

4.3 Related Studies

The researcher made an investigation about the studies of inaccuracies informal theme writings relating to the present study.

According to Dacanay (1963) , the writing of formal theme and betting they are boring and tiring and that's why most teachers , if possible want to avoid this work. However, English and Filipino teachers are cannot be avoided because composition is a part of language teaching .The teachers can't even be blamed for being bored with the method this is why students repeatedly make mistakes in the structure of sentence this was discovered in the study done by Mante.

"A daily complaint heard among teachers of English in this university is that, students commit the same mistakes in the structure of their sentences, despite of the frequent explanation given by their language teacher. Teachers feel frustrated whenever they come across this perpetual errors respectively committed in students' papers of their oral responses.

The problem he presented in teaching English is similar to problems encountered by teachers who teach the Filipino Language.The study by Olis (1954)concerns the inaccuracies of the student .The errors found are as follows : false spelling, wrong use of verbs, use of inappropriate ones nouns, prepositions and conjunctions, missed words, wrong punctuation marks, wrong use of pronouns, wrong use of capital letters,wrong structure,wrong sense of need, incorrect use of apostrophes and other errors.

In the study of Suycano , (1981) , he discovered most of the students students made a mistake in the last fabrication . It introduced those teachers do not care about the mistakes they made in the first and on second fabrication so most students made mistakes even ruin the last fabrication. The teacher also gave no preparation to the students in their writing and the subject is difficult . Of the weaknesses discovered indicates that teachers lack monitoring and guidance of students regarding writing formal theme. Those are avoided mistake corrected the mistakes in the fabrications immediately in the class.

In the study of Cuyos (1984), the following was shown which is incorrect in: capitalization, spelling , no ending paragraph, verb aspect, adjective, uninteresting expression of sentences, often in words and lacks the formation of ideas, and lack of vocabulary. He suggested adding more the teacher's patience, training students in writing paragraph before having them write the theme. The people is wrong in all parts of communication is a fact. The cause of some errors is due to the language barrier and limited ability to using the Filipino language because of the Cebuano influence that he is the students' first language. This error is palasak and often found not only at all levels in school but also to adults outside of school.

According to in the research of Gebilaguin (1983), the students

still lack meaningful training and monitoring Filipino teacher in skills. Perhaps the reason for many mistakes made by students in spelling is the influence of Cebuano language pronunciation customs. The pronunciationof most Cebuano in the Filipino word is not soft and still lacking of skill in using the parts of speech. So suggested he needs to be given the correct sequence of tasks or lessons the students according to the level of difficulty. The teaching in Filipino is starting from listening to speaking and writing.

Parra (1975) said, that the errors in writing are fabricated in Filipino of the students is a problem of the teachers. The errors these are: careless omissions and repetitions, wrong choice of words, mis use of adjectives, and mis use of verbs. These provides knowledge to teachers about methods to acquire thorough learning. In preparation for its use in the subjects ordered in Departmental Order No. 25 s. 1974, he suggested seminars for teaching the Subject Filipino so that the teachers can get used to the said subjects especially especially the technical terms in its concept.

Gabuya's (1956), on the other hand, pertains to errors such as misspelling , the simplest of words , use of punctuation especially semicolons,use of apostrophes in words abbreviations, incorrect repetition of words, lack of words necessary for correct and clear understanding ofsentences , use of capital letters and mistakes in the construction of sentence.

Diaz's study (1967), is about common grammatical errors and components of formal compositions of student at the school where he conducts the research . He declares that common errors belong to the wrong capitalization , punctuation, spelling, missed punctuation repeating words and phrases, and using the wrong tense of verbs.

If there isproblems have corresponding solutions when the causes of the errors are discovered.According to Yao Shen. Maybe, the students are not given the correct or sufficient training for them to correct the explanation. Students don't fully understand yet in the sense of "pattern" but they are given immediately of the test. Filipino teachers do not see the difference of "pattern" in the native language, so he could not show it the reasons for this error.

In Estrera's (1981) findings on common fallaciesin the writing of theme in Poro-tudela that has many similarities in use capital letters and use of punctuation were noticed, missed words and phrases, incorrect verb forms, spelling and correct use of words is similar to the writing level of formal theme in Filipino and English. It includes the fallacy of writing verbs and incorrect sentences that are also similar of the level of inaccuracy in Filipino and English formal writing. In the wrong syllables, wrong use of pronouns, adjectives, adverbs, abbreviations and always repeating the words have the same level of error in formal writing in Filipino and English.May Estrera's study is related to the study of researcher because it pertains to writing formal theme and students often make mistakes. Corazon Ortega de Leon's comparative study studying secondary school theme, he discovered more common language errors of non-

atolog students and Muslims about spelling, correct use of adverbs and prepositions .

De Leon's study (1967) is related to this study because it both pertains to the analysis of fabrications. According to the study discovered by necesario (1955), the students at the Visayas University secondary school showed up a lot mistakes in words that should not be forgotten and repetition, incorrect use of verbs, errors in tenses, etc prepositions, spelling, when nouns are used, capitalization letters, nouns referred to by pronouns and structure of sentences. This is relevant to the present study because the study by Necesario examines theme formally as they are written in English.

The study conducted by Ramos (1973), introduced of fifth grade students' English fiction errors grade and he discovered the most common mistakes in language and the ingredient. The leading is spelling, incorrect use of capital letters, missed prepositions, verbs, determiners and such conjunction . Although the study was done in English, there is a large .It is still important and relevant to the researcher's study because there is no difference in the standards of English theme writing and Filipino .

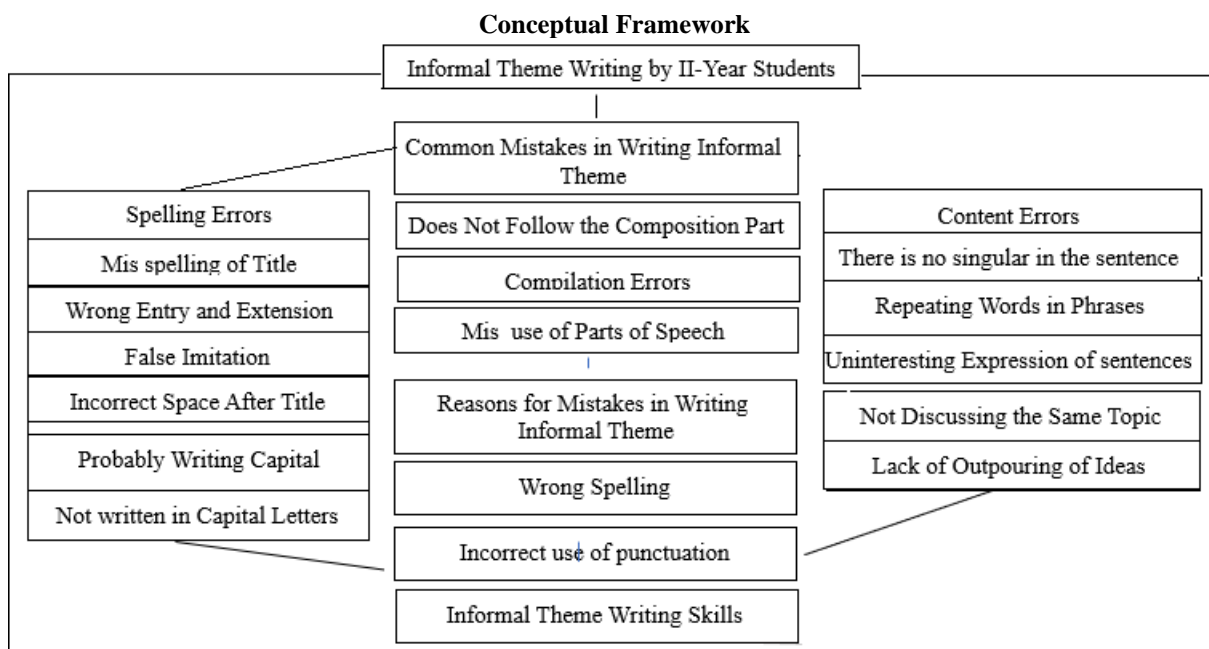
In study by Reposar (1973), he showed that inaccuracy exists in English formal writings and few the learning and development in the effective and correct use of English which proved children's constant mistakes in grammar , writing mechanics and imprecise sentence construction which is often seen in their fabrications. Students will be able to naturally develop their writing skills.The native language has been a fruitful part as a

way to teaching writing formal fiction and teaching English aslanguage. He still mentioned in their study the need of teaching standards to equip their teachers enough skills are learned in writing the four forms of expression.The Reposar's study is related to that study this is because he exposed the existing mistakes made by students in formal English writing while the researcher is the analysis of errors in formal fiction and the connection both of them are also studying theme.

4.4 Conceptual Framework

This research is theme writing analysis . Informal in Filipino by a second year student at MSU- Buug College, Buug , Zamboanga Sibugay, school year 2003-2004. The usual inaccuracies in writing informal theme are the focus of attention errors in writing , construction, and content the examined . In writing , the wrong spelling of the title; wrong entry and extension ; wrong space after title ; not written of small letters ; wrong capitalization; wrong spelling; a nd mis use of punctuation marks is sought in informal writings of students . As for the formation, the non-compliance of t he part of composition and the misuse of part composition and the mis use of part of speech is analyzed . As for the content there is no singularity in the sentence; repeating words in phrases; uninteresting expression of sentences . Does not define on a subject ; lack of idea formation. Also discovered are cause of their errors when thus able to create a suggested remedies to improve and write well especially in informal theme.

Thats details are in the Appendix



5. Methodology

5.1 Research Design

The technique that used was surveyed (Carderon and Gonzales, 1993). The researcher discovered and analyzed what mistakes

students in the second year of high school of MSU-Buug College made in their written informal composition in the Filipino subject. Errors are singled out and described according to the following aspects : a. in writing b. In formation and in c. in content

5.2 Place of Study

This study was conducted at MSU-Buug College in Buug, Zamboanga Sibugay. This is one of the extension units of MSU-Marawi. It consists of ten buildings, but both are currently under construction. This school was chosen as the study area because the researcher is teaching here, and thus it will be easy for him to collect data. Choosing this school also saves money or time.

5.3 The Respondents

Students in three sections (Quezon, Roxas, Quirino) in the second year of high school of MSU-Buug College are the source of the respondents of the study. All students in the second year consisted of one hundred and thirty-two (132). Of these there are forty-eight (48) males and eighty-four (84) females. Sixty-four (64), twenty-three (23) men and forty-one (41) women were the participants of the researcher. This is half of the entire target population or fifty percent (50%).

5.4 Sampling Procedure

In selecting the respondents, pure random probability sampling was used. This is also called lottery or raffle type sampling. In this sampling procedure, all female and male students are written on a piece of paper. Wrapped pieces of paper with names to control. All the girls' names were put in a small box and mixed well, the same for the boys, so two boxes were prepared. Forty-one (41) women were selected as the study sample. Twenty-three (23) men were also drawn. The variables in this study have two variables. The first is the independent variable. This is the common mistake in writing informal fiction in Filipino. The second variable is the causal variable.

5.5 Research Instrument

The instrument used by the researcher to collect data is the informal theme written by second-year MSU-Buug College high school students as response in written work set for the subject Filipino. These are the ones used, analyzed, given attention, and sourced the necessary data.

5.6 Data Collection Procedure

As a courtesy, the researcher sought permission from the participants were assured the second year of MSU-Buug principal of the university to collect the necessary data. Names will be sorted by section and considered by gender. The necessary data will be obtained by writing an informal essay. Such sections will first be written by a draft within just a time

with the guidance of the researcher. Before the draft was executed, it was shown first the format or form of an exemplary theme. He gives a subject. On the next day the class was transferred drafts on white paper that the researcher deliberately did not correct the drafts so that the ideas of the theme written by the students were not changed. They were given one more time to finish writing the theme. Corrected and given of the researcher estimated the fabrications of selected students in the second year. Inaccuracies of fabrications are indicated by red underlining and by writing them below the symbols found in the Appendix (Written Voting Marks). Every error found and noted in the corrected documents is recorded in the checklist according to the type of specific item of the errors made. After the errors are recorded, the item is checked to avoid any discussion errors that may occur. This was done until all the fabrications covered in the study were done. The errors that will be emphasized are: errors in writing, errors in structure, and errors in content.

5.7 Statistical Treatment

The percentage (%) is used to obtain the percentage of the mistake of those students. Analysis of variance (ANOVA) was also used to measure the difference in error done of men and women. Pearson's Correlation Coefficient Test and used to measure the meaningful relationship of common errors and the causes of errors in writing informal theme.

6. Presentation, Analysis, and Interpretation of Data

This chapter presents the outcome of the study. The researcher analyzed the informal compositions in Filipino by students in the second year of high school of MSU-Buug college. The presentation and analysis is based on the specific problems presented in the first chapter.

6.1 The Mistakes Made

The errors made by boys and girls in the second year in writing informal essays according to writing, structure and content are shown in table I. Table I shows the errors made by second-year boys and girls in writing informal theme. According to the writing aspect, of the sixty-four (64) participants of which twenty-three (23) were men and forty-one (41) were women and three boys (3) and girls (2) made a mistake with the wrong entry and deadline. One (1) male, and six (6) females made a spelling mistake. Example: the second year is like this the second syllable of dirty.

Table I: Mistakes Men and Women Make in Second Year Informal Theme Writing in Three Aspects

Mistake	Man		Woman		Total	
	f	Percentage (%)	f	Percentage (%)	f	Percentage (%)
A. Writing						
1. Wrong entry and grace period	3	13	2	4.9	5	7.8
2. Wrong syllable	1	4.3	6	14.6	7	10.9
3. The handwriting is dirty	2	8.7	2	4.9	4	6.3

4. Not written large letter	6	26.1	13	31.7	21	32.8
5. Misspelling of capital letter	6	26.1	11	26.8	17	26.7
6. Wrong Coast						
a. Two words combined alone	0	0	1	2.3	1	1.6
b. A word written by separate	8	34.8	13	31.7	21	32.8
c. Interchanging "e" and "i"	1	4.3	2	4.9	3	4.7
d. Substitution of "o" and "u"	5	2.7	4	9.8	9	14.1
e. Other words another shore	4	17.4	8	19.5	12	18.8
7. Misuse of punctuation marks						
a. Incorrect use of commas	11	47.8	11	26.8	22	34.4
c. Lack of development idea	1	4.3	0	0	1	1.6
B. Formation						
1. Mis use of part of speech						
a. Incorrect use of pronouns	3	13	3	7.3	6	9.4
b. Wrong use of suitable	2	8.7	7	17.1	9	14.1

Two (2) men and two (2) women had dirty writing. Six boys (6) and thirteen (13) girls did not capitalize the beginning of the word. Example : god instead of God. Six (6) boys and eleven (11) girls made mistakes in capitalization. Example : the now in of sentence was written by Now. There was a woman (1) who made a mistake in two words that were united. For example: what I know is written like this: I know that eight (8) men and thirteen (13) women made the mistake of misspelling a word written separately. Example: fourth, instead of fourth. One (1) male and two (2) females made a mistake in exchanging "e" and "i". Example: Patintero instead of patintero. Five (5) males and four (4) females made a mistake in exchanging "o" and "u". For example, he wrote: totoroan. There are four (4) men and eight (8) women who spelled it wrong. For example: tricycle instead of tricycle. Eleven (11) men and eleven (11) women made a mistake in using commas or not using commas. For example: Buug, Zamboanga does not use a comma interval of Buug, and Zamboanga. Six (6) boys and ten (10) women used the hyphen incorrectly. Example : the to build should not put a hyphen between may and tayao or stand.

The students are proving themselves to the second man or girls in the high school of MSU-Buug College usually or usually make mistakes in using capital letters. There are words that should be in capital letters because they are proper nouns but they are written in small letters. While there are also words that should be in small letters but are written in capital letters. Students also commonly make mistakes in the use of punctuation such as commas and hyphens.

They forgot to put the words that need commas. They are confused by the hyphenation. They cross out words that shouldn't be crossed out and don't cross out words that should be crossed out. There are also many spelling mistakes. Whole words are usually written separately, e becoming i, and o becoming u. Their mistakes in other criteria are minor. According to the aspect of formation. There were three (3) boys and three (3) girls who made a mistake in using the pronoun. Example: in the sentence "my parents are Mr. and Mrs. Dela Cruz". The suffix sina is replaced by si. Two (3) men and seven (7) women made a mistake in using the appropriate equipment.

Example in the sentence that the ball was going to me so, when I faced my face it was hit. The when in the sentence is written by . It only means that the students have a weakness in morphology, especially in the part of speech. They usually make mistakes in the use of pronouns and adverbs.

According to the content aspect, there was one (1) man who made the mistake of not developing ideas. For example: In the days that are good and bad, but passing by my second year of study, I somehow have experience. It only indicates that other students have errors in content especially in forming ideas and expressing sentences in an interesting way.

6.2 Causes of Errors

Chapter 2 examines the reasons for errors in the writing of men's and women's informal theme in terms of writing, structure and content. This study shows in Table 2 the causes of errors in writing informal theme. In writing, the leading reason is the lack of training in oral theme to prepare the mind for writing because thirty-five (35) answered it. Lacking experience in life or writing comes second with twenty-seven (27) answers. Twenty-six (26) participants answered that they lacked interest in the subject or in writing. Twenty (20) answered that there was no efficiency in following the rules of spelling, syllabification, punctuation, or mechanics of writing. Eighteen (18) said there was a shortage of writing models. Sixteen (16) of them answered that the teacher lacked significant training. Ten (10) of them answered that there is a lack of teaching methods in writing fiction/composition. Amim (6) answered that there is a lack of formal teaching and learning about writing.

On the other hand, lack of knowledge leads the way grammar because thirty-six (36) answered it. Thirty one (31) answered that there was less than the allotted writing time. Thirty (30) answered that there was a lack of equipment such as appropriate reading materials and textbooks. Eighteen (18) of them answered that they do not know how to use language to achieve communication goals.

Table 2 : About Reason of those mistake in Writing of Informal Theme of Men and Women

Reason	Man		woman		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
A. Writing						
Lack of practice in oral fiction to prepare the mind for writing.	7	30.4	28	68.3	35	54.7
Lack of experience in life yes in writing.	15	52.2	15	36.6	27	42.2
Lack of interest in the subject or the writing.	4	65.2	11	26.8	26	40.6
There is no efficiency in following the rules of spelling, syllabification, punctuation, or writing mechanics.	8	17.4	16	39	20	31.3
Lack of writing models.	7	34.8	10	24.4	24.4	28.1
Lack of significant teacher training in writing theme.	2	30.4	9	22	16	2.5
7. There is a lack of teaching methods in writing theme/composition.	1	8.4	8	19.5	10	10
8. Lack of formal teaching and learning about writing.	11	4.9	5	12.2	6	9.4
B. Formation						
Lack of grammatical knowledge.	11	47.8	25	60.9	36	56.3
Lack of allotted writing time.	12	52.2	19	46.3	31	48.4
Lack of equipment such as appropriate reading materials and textbooks.	19	39.1	21	51.2	30	46.9
Not knowing how language is used to achieve communicative goals.	6	26.1	12	29.3	18	28.1
There is a lack of good guidance/monitoring and motivation by the teacher to produce theme that follows the rules of grammar.	2	8.7	6	14.6	8	15
No one language skills and use.	1	4.3	6	14.6	7	12.5
C. Content						
It is not known how such statements will be acceptable.	9	39.1	29	70.7	38	59.4
The idea changes and the subject has no direction.	7	30.4	25	60.9	32	0.5
Not observant and shy to imitate.	5	21.7	25	060.9	30	46.9
Lack of mass media exposure.	10	43.5	16	039.0	26	40.6
Not good mental order.	5	21.7	20	48.8	25	39.1
The sentences lack thought and coherence.	8	34.8	11	26.8	9	29.7

Eight (8) answered that there is a lack of good guidance/monitoring and motivation by the teacher to produce fiction that follows the rules of grammar and seven (7) answered that lack of language skills and use.

In terms of content, the leading reason was not knowing how his statements would be acceptable because someone answered that thirty eight (38). Thirty two (32) answered them that the idea changes and the subject has no direction. Thirty (30) of them answered that they are not observant and shy to imitate. Twenty-six (26) answered that the exposure to mass media is insufficient. Twenty-five (25) answered that the mental order is not good and nineteen (19) answered that the sentences lack unity and coherence. Means only that students in the second year of high school of MSU-Buug College have reasons why they make mistakes in writing informal compositions in Filipino.

6.4 Testing Hypotheses

Ho1. No one meaning differenc the errors of those male andof women according in three aspect mentioned. Table 3 and the interpretation this is giving light in hypothesis that this througof usage of analysis of variance ANOVA reveals in Table 3 the result of the hypothesis about the significant difference of the mistake done by those men and women according to three aspect :in content, information, and writing Looked at of E-Stat value is 0.1147 and the probability value is 0.7364 which is higher than 0.05 level of significance and the null hypothesis was accepted. It only proves that there is no significant difference between men and women. Both men and women

made mistakes in writing their informal, especially in terms of writing, structure and content.

Table 3: Analysis of Variance on Significant Differences in Mistakes made by Men and Women according to Three Aspects

Parametong Statistically	About Discovered
F-Stat	0.1147
Probability Value	0.7364
Decision on Null Hypothesis	Accepted
Interpretation	No Significant Difference (Across All Variables)

Table 4: Analysis of Variance in Significant Differences in Reasons for Mistakes Committed by Men and Women in Informal Theme Writing

Statistical Parameter	About Discovered
F-Stat	1.9846
Probability Value	0.1635
Decision on the Null Hypothesis	Accepted
Interpretation	No Significant Difference

Ho2. There was no significant difference in the causes of errors in writing informal theme by boys and girls. Table 4 shows the results of the hypothesis test and the interpretation that explains this result. Through the analysis of variance (ANOVA) Table 4 shows the results of the hypothesis test show that their reasons for making mistakes in writing informal essays are the same significance. So the null hypothesis was accepted that there is no significant difference in the causes of errors of males and females in writing informal compositions.

The F-Stat was found to be 1.9846 and has a probability value of 0.1635 which is higher than 0.05 level of significance. So the null hypothesis was accepted that there is no significant difference in the causes of errors of males and females in writing informal compositions. It just goes to Ho3. There was no significant relationship between the errors made and the reasons for the errors in writing informal fiction. Table 5 shows the results of the hypothesis test. The interpretation of the table is also checked.

Table 5: Correlation Coefficient Test on Significant Correlation Errors Made and Causes of Error in Writing Informal Theme.

Statistical Parameter	Discoveries
Pearson "r"	0.7632
Probability Value	0.0109
Decision on the Null Hypothesis	Not Accepted
Interpretation	Significantly Correlated (Across all variables)

Using Pearson's Correlation Coefficient Test, it was found that the value of Pearson "r" is 0.7632 and the probability is 0.0109. Therefore, the hypothesis that there is no important relationship between the errors made by the student and the reasons for the errors in writing informal fiction was rejected. It only means that the errors made by the students and the reasons for the errors in writing informal writing were significantly related to all variables. This means that they make mistakes on informal theme tests because they are affected by the reasons discussed earlier.

7. Conclusion

Based on the findings, the following conclusions were formed:

- 1) The students made mistakes in writing informal theme in Filipino according to writing, structure, and content. In writing, the usually make mistakes in the use of capital letters, in the use of commas and hyphens, in spelling. In the composition they usually make mistakes in the part of speech, the use of pronouns and adverbs. And the content usually lacks the development of ideas.
- 2) Students have reasons why they make mistakes writing of informal theme (These can be seen in table 2).
- 3) No one significant difference. The mistakes made by me and women according to three aspects.
- 4) No one significant differences in the causes of mistakes in writing the informal of the ma and women
- 5) The important relationship. Those mistake made of those students and the causes of errors in writing informal theme.

8. Recommendations

Then exposed the conclusions of this study, the following was developed already instructions.

To the Teachers. Intensive cultivation of writing skills is necessary to achieve the highest expert level. This can be achieved through thorough study of teaching methods, especially in writing informal theme in Filipino. Make the

presentation or discussion of Filipino lessons interesting so that the students do not get bored. First expose them to many opportunities where they can read and listen to someone speaking or reading so that they can become good at writing formal theme. Teachers should show a wide interest in works written in Filipino to provide and motivate students to write for development or towards a good attitude in language subjects such as writing informal theme. If there are writing contests, have students participate so they can practice writing. Even the level of competition is only at school. Select good participants and reward them to encourage them to participate in writing activities. Cultivate students' vocabularies by giving them lessons and Make the teaching of grammar, grammar or language structure thorough, exercises. whether oral or written. Especially in the part of speech so that their expression can be correct. The writing contest will be made monthly in sections in each grade or year to further develop their interest in writing.

If there are guests who are fluent in Filipino, make them guest speakers in class. There should be enough or more teaching materials in the Filipino subject so that students can be more motivated and learn. Discuss class the new rule of orthography Filipino now in that way they will learn to spell correctly correct use of hyphens, commas, and so on.

- 1) Teach the proper use of capital letters, and proper and proper nouns; proper use of words; and proper use of the determiner.
- 2) Teach students well to learn all aspects of writing. Because according to a theory, "people only learn if they are taught"
- 3) Send or join the teachers in writing seminars in Filipino so that they can develop themselves and improve their teaching especially in writing essays. There should be a process or thorough preparation and training before students write.

In Student

- 1) Must increase of those students for their time and effort in writing for they get used to it.
- 2) Motivate, educate, and train the self in disclosure especially in writing in any writing to thoroughly learn.
- 3) Study good of those learn Filipino especially already in grammar.
- 4) Student of rhetoric so as to be effective, good, and beautiful expression.
- 5) Practice the own read of different other read when in thus there is additional knowledge in the reading.
- 6) Be observant and able to speak well.
- 7) Expose yourself to the masses media.
- 8) Study the given and taught by the teachers and do those provided which exercises. Join those contest or contest already written of various works in literature. Strive be the body is healthy in that way be able to think carefully

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