

Writing in Filipino: The Most Used Strategies of the Bachelor of Secondary Education in Western Mindanao State University

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ABSTRACT: Writing in Filipino is a thorough process. It is not only focused on the act of writing because writers are also involved in thinking, discussing, reading, planning, writing, editing, and rewriting the written work. Hence, this study focuses on the strategies most commonly used by students when writing in Filipino. It aims to find out the most commonly used general strategies in writing and the strategies they use the most before, during, and after writing. This study had forty respondents and used a survey questionnaire, specifically the ESLP 182 Questionnaire, to collect data. It was discovered in this study that the most commonly used general strategy in writing is "often writing in Filipino". It was revealed that the general strategy is sometimes used in writing in Filipino. The study also yielded the result that students mostly used brainstorming and writing down ideas before writing, trying to write in a comfortable, quiet place where they could concentrate during writing, and asking for explanations regarding feedback after writing. In general, it was discovered that the strategies used before, during, and after writing are often used by the students. Based on the results, the researchers gave a conclusion and made recommendations to further develop the study

KEYWORDS: *ESLP 182 Questionnaire, Filipino, Strategies, Writing*

I. INTRODUCTION

The Filipino subject is one of the many subjects taught in school. It is studied in elementary, secondary, and even college. It has long been included in the education curriculum of the Philippines. In fact, there are different basis for teaching it, and one of them is Department Order No. 52, s. 1987, or the Bilingual Education Policy. Under this policy, Filipino and English must be taught as subject languages at all levels to achieve the goals of bilingualism. Filipino as a subject serves as a means of deepening our language and culture. It is not just focused on discussing theories, grammar, or even literature; it is also a way for students to expand their intellectualization. The Filipino subject is very important because it teaches students the Filipino language, which is the medium used by teachers in the teaching process (Jannette, 2021). One of the skills that the Filipino subject develops among students is writing and its strategies. Writing is one of the five macro skills that students must learn. It is the last and most complex macro skill that a student develops. This skill includes all the knowledge learned in the content and technical aspects of writing (Mangahis, 2019). According to WordPress (2012), through written records, we get to know and understand the history of our race, the beliefs and thoughts of our ancestors, and the changes and progress of our country. Like other innovations, the development of writing had a profound effect; it created a more formal and permanent record. Through writing, conscious thought emerges and is recorded because it is less dynamic and more deliberate compared to oral speech. It was noted in The Silent Learner Blog (2017) that writing as a process is not only focused on the act of writing. Writers are also involved in thinking, discussing, reading, planning, writing, editing, and rewriting the written work. Writing is a repeated process until it is fully accomplished. According to Saavedra et al. (2020), the writing process typically involves several steps. Usually, it consists of three steps: before writing, while writing, and rewriting. Other steps however involve four steps: pre-writing, drafting, revising, editing and evaluating. This implies that each writer has their own writing style depending on the level of their readers and the purpose of writing. Writing tasks pose a challenge to students. Bachelor of Secondary Education students prove this challenge through writing in the Filipino subject. Bachelor of Secondary Education students undergo a four-year program designed to equip them with necessary knowledge, values, and skills to become excellent teachers in

Junior High school and Senior High school. This program focuses on a deep study on the Filipino language and literature.

It was mentioned in the study conducted by Raofi et al. (2017) that the development of writing is necessary for university students because it is one of the most important skills for their studies. It helps students' complete assignments, improve their critical thinking skills, and develop their performance (Graham & Perin, 2007). In fact, findings in the study conducted by Raofi et al. (2017) showed that Malaysian university students use writing strategies at relatively high levels. Although it has been mentioned in the study of Raofi et al. that the level of strategy used by students in writing at the said university is relatively high, it was not mentioned in the study if the level is also high in other local schools and among other students. Hence, the researchers were highly encouraged to conduct a study to determine the most commonly used strategies in writing in Filipino by students taking up a Bachelor of Secondary Education at the Western Mindanao State University.

II. STATEMENT OF THE PROBLEM

This study aims to answer the following questions:

1. In the general writing strategy in Filipino, what are the most used by students of the Bachelor of Secondary Education?
2. What is the most commonly used strategy of the students;
 - 2.1 Before Writing
 - 2.2 During Writing
 - 2.3 After Writing

III. REVIEW OF RELATED LITERATURE AND STUDIES

Filipino has long been included in the academic curriculum and has been studied by students across the country. In fact, it is one of the five major subjects in all schools, including English, Mathematics, Science, and ArPan. It is studied in primary, elementary, secondary, and even college. As a subject, it reflects who and what we are. Filipino subject matter is very important because it teaches students to learn the Filipino language, which is the most used medium in teaching (Jannette, 2021). According to Zafra (2018), teaching Filipino is more than just teaching grammar or grammar knowledge and understanding the work read. Knowledge does not end with developing a valid and meaningful sentence and reading skills. Filipino as a subject deepens our knowledge of language and culture. Accordingly, based on the K-12 Filipino Curriculum Guide (2016), the purpose of teaching Filipino is to cultivate communicative, reflective thinking, enhance student literary appreciation through documentation and technology, promote national identity and cultural literacy, and continue to learn to adapt to the rapid changes that are taking place in the world. According to the LMS of Sta. Teresa College (2021), there are two main reasons why Filipino is taught in national schools: first, it is taught as a subject or lesson that is part of the elementary and secondary curriculum; second, Filipino will be used as a language in specific subjects or lessons assigned to the 1974 and 1986 bilingual policies. Elena (2018) noted that teaching in Filipino subjects is divided into two categories: grammar and literature. Grammar focuses on grammar with punctuation, adverbs, verbs, and more. Included in its study is the literature provided by Filipino literature. Filipino subject matter is important not only because it is worth staying in our schools but also because we are Filipinos and we should embrace and love it. Through the Filipino subject, every student will be aware of the proper use of our language, especially at the college level, where intellectual use of language is at the forefront.

According to Villafuerte (2015), strategy is the general planning for the systematic presentation of language based on one's translation. Badayos (1999) also mentioned that writing is a continuum of activities between the mechanical or formal aspects of writing on the one hand and the more complex work of creation on the other. According to Saucó et al. (1998), writing is the transfer of generated words to things or tools such as paper. It aims to convey people's thoughts. Based on Rivers (1975) that was mentioned in Manalus' study (2021), writing is a complex process. This process begins with the acquisition of skill and continues until this practice is actually used. It is important to study writing for this practice will help in everyday life, especially in communication. The writing process is a way of writing that can help the students in effective writing. Students have many ideas but when asked to write them, most of them may find it difficult. By teaching them the process of writing, students can gain a clearer picture of writing. Students may consider using different writing strategies that they may think are effective for them (Saavedra, 2020). According to Truya's study (2014), teachers are voicing out problems with students' inability to write. This implies that writing is not easy and may be an obstacle to every student's learning. This is also true based on the study by Lartec et al. (2014), which found that students lack interest and use of appropriate writing words. This means that the teachers need methods to stimulate students' interest and develop their writing skills. According to the book by Bernales et al. (2017), writing is comprehensive because, as a masterpiece of language, a writer is expected to follow many of its

principles. Writing is one of the most difficult things to cultivate in a person because it is necessary to know and follow every process in any kind of writing, as well as its purpose. Because writing is a complex practice (Badayos, 2008), a writer needs to be knowledgeable about the factors that are important in developing a piece of writing. This is primarily about being informed of the mechanics of writing- form of writing, spelling, criticism, and writing conventions. The versatility of this writing practice will be the cornerstone of every student's focus on the clear, smooth, and well-expressed idea of what he or she is writing. Based on Bernales (2010), no matter how good a statement is, it may not be particularly acceptable to scholars, educators, and critics. Bernales (2006) said, in the study of Albuñan et al. (2019), that punctuation is important in good writing. The proper spirit of the sentence is shown by punctuation. Punctuation also helps in gaining clarity, practice, and coherence in written statements. According to Badayos (2013), it should be noted that proper writing should be taken into account. It is also necessary that all words used in writing have a valid spelling. Hence, there is a lot to be considered when writing.

IV. THEORETICAL BASIS

The theoretical basis of this study is the Cognitive Process theory of writing. Writing is a thinking process. To write, a writer needs to use mental processes such as brainstorming, planning, and organizing, and it also needs creativity. Therefore, the cognitive writing process aims to teach students to use mental processing when producing a piece of writing. It is more popular than other writing theories as it has many benefits. This theory was introduced by Flower and Hayes (1981, p. 366) through observations of students' writing and made an effort to introduce theory of cognitive processes involved in composing and to lay groundwork for more detailed study of thinking processes in writing. The four elements highlighted by Flower and Hayes in this theory are: Writers have to go through a process of thinking before writing, a higher-order organizational structure takes place during these procedures, composing involves setting objectives, and authors generate macro and micro-objectives to finish the writing task (Flower & Hayes 1981, p. 366). In short, it focuses exclusively on the mental writing process.

V. METHODOLOGY

This part contains the methods used by the researchers: method of selecting the respondent, instrument used, data collection, and statistical method used.

1.1 Design

This study is quantitative research. This research proposal used a descriptive research methodology. There are many types of descriptive research, but the researchers chose to use the "Descriptive Survey Research Design," which uses a questionnaire to collect data.

1.2 Sampling

The respondents are the selected students of the Bachelor of Secondary Education who meet the criteria of having a Filipino subject in the College of Teacher Education. There were forty (40) respondents. Twenty (20) women and twenty (20) men of legal age. They were selected through Purposive Sampling. Purposive sampling was chosen by the researchers to limit the number of respondents. It is said that Purposive sampling is the deliberate selection of the respondent due to the characteristics possessed by the respondent, according to Etikan et al. (2016).

1.3 Collection of Data

A questionnaire was derived by the researchers from the instrument used. The researchers sought permission from the Dean of the College of Teacher Education in order to collect data and conduct a survey. After permission was granted, the researchers began collecting data on Teacher Education students. The researchers gave the participants a consent form, informed them about the study, and told them that their response was voluntary. This was carried out specifically at Western Mindanao State University, Zamboanga City. School Year 2022-2023.

1.4 Interpretation of Data

The main instrument used in the study was the ESLP 182 Questionnaire, a standardized instrument derived from the study of Marilou B. Peñeda, Ed.D., entitled "Blended Teaching Learning: Online Writing Tool". The original instrument was written in English, so the researchers translated it into Filipino to meet the objectives of this study. The questionnaire has a total of forty (40) items. To determine the writing skill based on the General Writing Strategy, it consists of ten (10) items. As for the strategy before writing, it consists of ten (10) items; the strategy while writing consists of ten (10) items; and the strategy after writing also consists of ten (10) items. The questionnaire items are based on the general weighted average, where 1.0–1.8 is never, 1.81–2.6 is rarely,

2.61–3.4 is sometimes, 3.4–1.20 is often, and 4.21– 5.0 is most often.

VI. RESULTS AND DISCUSSION

This section contains results in the conducted study.

The following are the results that answer each purpose of the study:

1. In the general writing strategy in Filipino, what are the most used by students of the Bachelor of Secondary Education?

TABLE 1 GENERAL WRITING STRATEGIES

Questions	Mean Responses	Descriptor
1. I often write in my native language.	2.53	Sometimes
2. I often write in Filipino.	3.68	Often
3. I write in Filipino for pleasure in my free time.	2.98	Sometimes
4. I write notes, messages, letters, or reports in Filipino.	3.38	Sometimes
5. I use a bilingual dictionary.	3.45	Often
6. I use a Filipino-Filipino dictionary.	2.88	Sometimes
7. I use a Filipino grammar book or handbook.	2.68	Sometimes
8. I read native Filipino writings.	2.80	Sometimes
9. I use the Filipino words I know in different ways.	3.65	Often
10. I plan my schedule so that I have enough time to study and improve my Filipino skills.	2.85	Sometimes
Overall Mean	3.09	Sometimes

Table 1 shows the general writing strategy in Filipino used by students of the Bachelor of Secondary Education. As shown, the highest mean obtained is that "I often write in Filipino" ($M = 3.68$). The result can be attributed to the study of Apao et al. (2004), where it was said that the proper use of the Filipino language will increase the ability to share knowledge.

Followed by *often* "I use Filipino words I know in different ways" with a mean ($M = 3.65$). The outcome is supported by Dominguez's (2004) study, which states that the purpose of the study about language is to develop the ability to communicate and use the Filipino language with others in different ways in everyday life.

The lowest mean is *sometimes* "I often write in my native language" ($M = 2.53$). The outcome is supported by the statement of Schoonen et al. (2003) that writing in the native language is an inconvenient task, requiring language skills, as well as more general cognitive abilities, or metacognition. These abilities are in constant contact with each other.

However, despite this, all general writing strategies in Filipino are *sometimes* used by students of the Bachelor of Secondary Education.

2. What is the most commonly used strategy of the students;

2.1 Before Writing

TABLE 2 BEFORE WRITING

Questions	Mean Responses	Descriptor
1. I review my class notes, hand-outs, and assignment requirements before beginning to write.	4.15	Often
2. I consider the task or assignment and instructions carefully before writing.	4.13	Often
3. I brainstorm and write down ideas before I begin to write.	4.30	Most Often
4. I make plans and notes in my native language before writing.	3.28	Sometimes
5. I make a timetable for when I will do my writing.	3.23	Sometimes
6. Before writing the first draft, I do extra study outside the classroom to improve my writing.	3.45	Often
7. I think of the relationships between what I already know and new things that I learn	3.93	Often
8. I notice vocabulary related to a topic that I will write about and try to remember the words.	3.70	Often
9. I use the dictionary to check the things that I am not sure about before I write.	3.93	Often
10. I use a grammar book to check things that I am not sure about before I write.	3.53	Often
Overall Mean	3.76	Often

Table 2 shows the strategies used by students before writing. As shown, the highest mean obtained is *most often* "I brainstorm and write down ideas before I begin to write" ($M = 4.30$). This result is supported by the study of Sabarun (2015), which revealed that at the 5% and 1% level of significance, there was a very statistically significant difference in students' writing achievement, both for bright and poor students, between the students who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique.

Followed by *often* "I review my class notes, handouts, and assignment requirements before I begin to write" ($M = 4.15$). The outcome of this study is supported by the study of Munyoro (2014), which stated that it is important to note that handouts can serve as a summary of the lecture. More than that, the handouts have also been found to be useful because students can easily understand any session or class that is not attended, and lecturers can use them to clarify certain specifics, such as abstracts and concepts.

The lowest mean is *sometimes* "I make a timetable for when I will do my writing" ($M = 3.23$). The result can be linked to what Hodson (2014) said: that the idea is that children work best when setting their own goals and moving at a pace that suits them. Evidence from early pilot studies shows that pupils learn more effectively this way than with traditional teaching.

However, despite this, all the strategies before writing are *often* used by students.

2.2 During Writing

TABLE 3 DURING WRITING

Questions	Mean Responses	Descriptor
1. I try to write in a comfortable, quiet place where I can concentrate.	4.50	Most Often
2. I use my background knowledge to help me develop my ideas.	4.48	Most Often
3. I like to write in my native language first and then translate it into Filipino.	2.45	Rarely
4. I like to write a draft in my native language first and then translate it into Filipino.	2.53	Rarely
5. I edit for content as I am writing.	3.85	Often
6. I edit for organization as I am writing.	3.98	Often
7. I use a dictionary to check things I am not sure about when I write.	3.95	Often
8. I use a grammar book to check things I am not sure about when I write.	3.38	Often
9. I fix my mistakes in grammar, punctuation, and mechanics as I write.	4.38	Most Often
10. If I can't think of a Filipino word, I use a word or phrase that means the same thing.	4.30	Most Often
Overall Mean	3.78	Often

Table 3 shows the strategies used by students during writing. As shown, the highest mean obtained is *most often* "I try to write in a comfortable, quiet place where I can concentrate" ($M = 4.50$). The outcome of the study can be linked to what Moxley (2003) said: Ideally, you should find a quiet place where all your needed writing resources—such as a personal computer, dictionary, and paper—are set up. To help you focus on the work at hand, you may need a place that is reasonably free of distractions.

Followed by *most often* "I use my background knowledge to help me develop new ideas" ($M = 4.48$). The outcome of the study can be linked to what Davis et al. emphasized in the study of Harvey (2012), where they emphasized this point by saying, "Background knowledge is important in writing; students who know little about an assigned topic have difficulty writing about it" (Davis et al., 1989). Thus, the fact that the amount of prior knowledge a student has on a topic greatly influences their ability to write about that topic is evident.

The lowest mean is *rarely* "I like to write in my native language first and then translate it into Filipino" ($M = 2.45$). The outcome of this study is supported by Karim's (2013) study, which suggests that L2 writers make use of their L1 when writing in the L2. They make use of the L1 as a composing strategy, to compensate for the possible deficiencies in their L2 proficiency and also as a tool to facilitate their writing process. They use L1 for generating ideas, searching for topics, developing concepts, organizing information, and for planning purposes.

However, despite this, all strategies while writing in Filipino are *often* used by students.

2.3 After Writing

TABLE 4 AFTER WRITING

Questions	Mean Responses	Descriptor
1. I give myself a reward when I have finished writing.	3.38	Sometimes
2. I go back to my writing to revise the content and make my ideas clearer.	3.83	Often
3. I go back to my writing to revise and improve my organization.	4.08	Often
4. I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.	4.18	Often
5. I use a dictionary and a grammar book after I finish writing a draft.	3.55	Often
6. I evaluate other students' writing and give them feedback on how they can improve it.	3.25	Sometimes
7. If I do not understand a comment when getting feedback, I ask the person to explain it to me.	4.20	Often
8. I make notes or try to remember feedback I get so I can use it the next time I write.	3.90	Often
9. I record the types of errors I have made so I do not keep making the same types of errors.	3.93	Often
10. I read the feedback from my previous writing and use this feedback in my next writing.	4.15	Often
Overall Mean	3.84	Often

Table 4 shows the strategies used by students after writing. As shown, the highest mean obtained is *often* "If I do not understand a comment when getting feedback, I ask the person to explain it to me." (M=4.20). This result is supported by the study of Hatie et al. (2021), wherein others have found that more elaborate feedback produces greater gains in learning than feedback about the correctness of the answer, and this is even more likely to be the case when asked for essays rather than closed forms of answering (e.g., multiple choice).

Followed by *often* "I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation" (M = 4.18). The result can be linked to what Babcock (2023) has said: that proofreading is important because it is the last chance to find and fix errors before a document is presented to readers. Proofreading eliminates mistakes in grammar, punctuation, capitalization, spelling, and formatting, allowing us to communicate our message accurately and effectively.

The lowest mean is *sometimes* "I evaluate other students' writing and give them feedback on how they can improve it" (M = 3.25). The result of this study is supported by Muamaroh's study (2021), which found that the disadvantages of peer feedback were the lack of students' self-confidence in giving and receiving feedback. They were also dissatisfied and distrustful of their friends' feedback.

However, despite this, all strategies after writing are *often* used by students.

VII. CONCLUSION

Based on the data analyzed and interpreted by the researchers as regards the most commonly used writing strategies by the students of the Bachelor of Secondary Education program at Western Mindanao State University, the following were discovered: (1) In the general writing strategy in Filipino used by the students, the highest mean obtained was "I often write in Filipino". However, despite this, all General Writing Strategies in Filipino are sometimes used by students of the Bachelor of Secondary Education. In the strategy used before writing, the highest mean obtained was most often "I brainstorm and write down ideas before I begin to write". While writing, the strategy with the highest mean is, most often, "I try to write in a comfortable, quiet place where I can concentrate". Finally, after writing, the strategy with the highest mean obtained was often "If I do not understand a comment when getting feedback, I ask the person to explain it to me." However, despite this, all Strategies Before, During, and After Writing in Filipino are often used by students.

The conclusion of this study is supported by the Theory of the Cognitive Process of Writing as Flower and Hayes (1981) emphasized that in this theory, writing is a process of thinking, and in order to write, one must use the writer's process. Related to this is the result of the researchers' study that students use strategies as a process when writing in Filipino.

VII. RECOMMENDATION

Regarding the results of the research conducted, the researchers humbly suggest the following: (a) Improve the learning process in the Filipino subject because Filipino is often used as a writing medium, and with its help, other writing strategies are learned. (b) The researchers also suggest teaching the mentioned strategies in schools so that the students' knowledge of using different writing strategies can be expanded. (c) It is also suggested to expand the scope of the study by adding and varying the participants and variables of the study, such as determining whether the socioeconomic status of the students has anything to do with their ability to write, in order to determine the difference in the strategies used between the participants of the present and future studies.

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