



# Understanding Learners' Challenges In Observing English Grammar Rules In Writing Research Manuscript

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**Abstract :** This study aimed to comprehensively understand the challenges faced by Senior High School (SHS) learners in observing English grammar rules when writing research manuscripts. The study utilized a mixed-method approach through a sequential explanatory design, quantitative data were collected from learners Practical Research 2 manuscripts under the STEM, HUMSS, and GAS strands at Tubao District, followed by qualitative insights from a focus group discussion (FGD). The findings indicated that learners across strands have difficulties using basic grammar rules, particularly punctuation, subject-verb agreement and tenses, and prepositions. Statistical analysis revealed that there is a significant difference in learners' grammatical errors related to word choice and capitalization, but there is no significant difference in other grammatical components evaluated across the three strands. In the FGD, learners emphasized the importance of grammar for better understanding and effective construction and organization of ideas. Further, factors affecting learners understanding of English grammar included socio-cultural interaction, psychological factors, and intellectual capabilities. These findings suggest the necessity of providing more the learners with specialized grammar training and instruction, as well as the use of the Grammar Learning Guide in Writing Research Manuscript, to increase learners writing proficiency.

**Keywords:** learners' challenges, English grammar, Research manuscript

## INTRODUCTION

Innovations and changes in any field of endeavor, particularly in academe, are mostly dependent on the products of research. Research is a systematic procedure that involves crucial fact-finding and in-depth problem analysis, necessitating precise and accurate attention to every detail. A research paper must therefore be written in an orderly manner; with ideas, findings, and discussions clearly conveyed. Thus, researchers should be proficient or knowledgeable in both the English language and the intricacies of grammatical rules to produce a well-written research paper that presents ideas in an accurate and organized manner.

Along with that, proficiency in English grammar rules is the bedrock of achieving success in any academic endeavor, and it serves as a skill that permits effectiveness in communication (oral or written), achievements in professional pursuits, and development in all facets of life. Grammar is the backbone of linguistic expressions that allows people to explore and appreciate the majestic beauty of the English language. Furthermore, a deep understanding of grammar can open the door to the world of written texts, allowing individuals to appreciate literary treasures and other written forms.

In Finland, a study by Saaristo (2015) found that most of the Finnish students' regard grammar as an asset in language learning and understand it as a metalinguistic set of statements of regularities in language. However, even with the apparent benefits and significance of English grammar rules, many learners still struggle and encounter challenges when attempting to master the rules of English grammar. Despite having

learned English grammar rules from primary to junior high school, senior high school learners still tend to make grammatical errors in writing.

Relatively, a study in Pakistan by Ahsan, Younas, & Hussain (2020) found that most of the Pakistani learners had different difficulties in grammar rules such as subject-verb agreement, plural markers, or rules related to tenses, confusion in using forms of the verb, difficulty in memorizing two-word verbs, confusion in using verb tense, difficulty in using phrasal verbs, and idiomatic expressions.

Accordingly, Handayani and Johan (2018) noticed in their study that Indonesian learners tend to make errors on different kinds of tenses, and these errors were prevalent in their writing outputs when learners used the wrong verb in their sentences, making their writing incorrect. Similarly, a study in Malaysia by Singh, et al. (2017) revealed that students most made grammar errors were in subject-verb agreement and tenses.

On the other hand, the Philippines is regarded as one of the English-speaking countries, with an emphasis on the use of the English language. However, according to Hopkins International Partners, an authorized company that conducts English proficiency exams in the Philippines (2019), the English proficiency of Pinoy test-takers was at the intermediate level or equivalent to the B1 level of the European Framework's language proficiency, which is equivalent to taxi drivers in Olympic Tokyo. On the same test, it was found that Dubai's taxi drivers scored higher than Filipino college learners.

In addition, a 2020 report from the Philippine Institute for Development Studies (PIDS), as cited by Antivola (2023), reported that many public SHS students lack the basic skills needed for the program and that many teachers expressed concerns about students who struggle to form simple English sentences.

In accordance with Republic Act (RA) 10533, also known as the Enhanced Basic Education Act of 2013, the Senior High School (SHS) Program is being implemented by the Department of Education. This involves SHS learners following a new curriculum with research subjects from grades 11 and 12, where students must complete and submit a well-written research paper that is in line with their track and strand.

However, several of the SHS's research outputs were found to be poorly written and disorganized in terms of structure, content clarity, and, above all, presentations and interpretations of the findings. Despite the efforts of the teachers in teaching the learners how to properly organize, present, and discuss their ideas in a research paper, many still struggle with it, and the students' work is always found to be incorrect in terms of organization, content, and clarity. Similarly, Yasto (2022) found out in her evaluation of 44 Practical Research 1 Manuscript that poor sentence construction and frequent errors in grammar like subject-verb agreement, run-on sentences, and inconsistency in verb tenses were the common errors of the learners in their research paper.

Indeed, the primary cause of the SHS learners' inability to produce a well-written research report is their inadequate mastery of the English language, especially when it comes to grammar rules. Sumalinog (2018) concluded in his study that learners have not mastered some of the English language competencies despite the repetition of these lessons in previous grade and year levels, as he found out that learners have difficulty using prepositions, observing noun-pronoun antecedents, distinguishing English spelling variations, determining the plural and singular forms of foreign nouns, using correct verb tenses, observing the agreement of subject and verbs, and writing active and passive sentences.

Above all, the researcher decided to conduct this study because she observed that most learners in her field of work at Anduyan National High School demonstrated poor English grammar proficiency and tended to lag in terms of language use, particularly in their research work. Furthermore, many learners struggle to create grammatically correct research discussions and hardly present their research ideas and findings. This is a major issue that alarms the researcher, which made her interested in understanding the challenges faced by the learners adhering to grammar rules in writing their research manuscript. By understanding these grammatically related challenges of the learners, the researcher can come up with an English Grammar Rules Learning Guide in Research that can help the learners as well as the educational community.

## Statement of the Problem

This study aimed to understand the challenges of Grade 12 Senior High School learners under the HUMSS, STEM and GAS strands of Tubao District regarding English Grammar Rules in Writing Research Manuscript.

Specifically, it sought to answer the following questions:

1. What grammatical errors are committed by the learners in writing their research manuscript according to strand:

1.1 HUMSS?

1.2 GAS?

1.3 STEM?

2. Is there a significant difference in the errors committed by learners according to strand?
3. How do learners perceive the importance of English Grammar Rules in Writing Research Manuscript?
4. What are the factors that affect grammar writing of the learners in writing their research manuscript?
5. Based on the finding, what can be proposed to enhance the writing skills of grade 12 learners as to:
  - a. English Grammar Writing Framework
  - b. English Grammar Learning Guide

## METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis relative to the different sub-problems raised in the study.

### Research Design

A mixed-method approach to research was employed in this study to understand the challenges encountered by the Grade 12 learners in English grammar rules in writing their research manuscript. This approach was utilized since this study subscribes to the description, qualities, and procedures of mixed-method research asserted by Enosh, Tzafrir, and Stolovy (2014), who asserted that the use of mixed-methods enables researchers to answer research questions with sufficient depth and breadth and helps generalize findings and implications of the researched issues to the whole population. Thus, this approach was appropriate for better understanding of the challenges faced by the learners regarding English grammar in writing their research manuscript, as well as their views, knowledge, and experiences.

Furthermore, a sequential explanatory design was applied in this study to quantitatively understand the different errors committed by the learners in their research manuscript and to comprehensively understand the views, knowledge, and experiences of the learners with regards to the challenges they faced with English grammar rules while writing their research manuscript. According to Wipulanusat et al. al. (2020) that in a sequential explanatory design, the researchers first collect and analyze the quantitative data, then use qualitative methods to gain further explanation and interpretation of the quantitative results obtained in the first phase.

### Research Instrument

The main research instrument in gathering the needed data in this study was the research manuscript submitted by the learners. Out of the four (4) participating schools, there were a total of 23 research manuscripts collected.

Lastly, guide questions were also used as an instrument for collecting sensible and important responses from the FGD. There were five guide questions that dealt with the views, knowledge, and experiences of the learners regarding the application of English grammar rules when writing their research manuscript.

## RESULTS AND DISCUSSION

This chapter presents and elaborates on the results collected from the different data and discusses and corroborates with other researchers.

### Grammatical Errors

Grammar is the fundamental building block of our ability to express our ideas correctly and coherently. It has immense significance in writing. Thus, it is vital in writing a research manuscript as it provides important elements including sentence construction, subject-verb agreement and tenses, punctuation and capitalization.

**Table 1**  
**Frequency of Learners' Grammatical Errors**

Grammatical Indicators	GAS	HUMSS	STEM	Total
<b>1. Sentence Construction</b>				
<b>a. Word Choice</b>	116	101	39	<b>256</b>
<b>b. Preposition</b>	107	203	77	<b>387</b>
<b>c. Antecedent</b>	4	4	5	<b>13</b>
<b>d. Article</b>	97	159	94	<b>350</b>
<b>e. Determiner</b>	14	18	5	<b>37</b>
<b>2. Subject-Verb Agreement/Tenses</b>	139	223	115	<b>477</b>
<b>3. Punctuation</b>	169	307	135	<b>611</b>
<b>4. Capitalization</b>	83	71	16	<b>170</b>

Accordingly, table 1 shows the frequency of grammatical errors committed by the learners in their research manuscript. The data also revealed that, among the 23-research manuscripts examined and analyzed,

punctuation errors were the most common grammatical errors found in SHS learners' research manuscripts. Punctuation errors made by the learners include missing, misplaced, and inconsistent periods, commas, semicolons, quotation marks, and colons. Furthermore, the frequency of punctuation errors was highest among HUMSS learners, with a total of 307 errors, followed by GAS learners with 169 errors, and STEM learners with the least, at 135 errors.

These errors suggest that SHS learners may not completely understand the proper usage of punctuation marks and its impact on the clarity, readability, and coherence in writing. This idea was further supported by participants 1, 4, and 6 saying that they encounter difficulties in punctuation marks discussing further that, *"Mali sa technical, sa comma po – punctuations and capitalization, sa proper punctuation marks, proper use of symbols/punctuation marks, and punctuation – hindi namin alam kung saan ilalagay yung comma."*

Additionally, the data revealed that learners most commonly make mistakes with subject-verb agreement and tenses as analyzed in their research manuscripts, with HUMSS learners recording the highest number of errors at 223, followed by GAS learners with 139, and STEM learners with 115 errors. This could be explained by the complexity of English grammar rules, which causes learners to become confused about the fundamental rules controlling subjects, verbs, and tenses. This idea was further justified by participants 1, 4, and 5 explaining that they were greatly challenged on the subject-verb agreement and tenses saying that *"Wrong grammar na sentences / past or present tenses, subject-verb agreement – present/past tense, and sa pagpast tense – tenses."*

Above all, HUMSS learners had trouble with subject-verb agreement and tenses because they do not receive enough opportunities to practice writing extensively and might not receive detailed feedback on their use of subject-verb agreements and tenses. This supports the findings of Mahmood and Aziz (2022), who discovered in their research that most participants acknowledged the importance of grammar instruction for developing English writing skills and that participants clearly preferred explicit Written Corrective Feedback (WCF), indicating their belief in the efficacy of getting precise feedback on their mistakes.

The table also presents that preposition ranked third in grammatical errors committed by SHS learners in writing their research manuscripts, with HUMSS learners again exhibit the highest number of errors at 203, while GAS learners recorded 107 errors, and STEM learners had the fewest with 77 errors. The consistent high error rate in HUMSS indicates a potential struggle with the precise use of prepositions and this further suggest that the HUMSS learners have insufficient knowledge in the usage of prepositions which might be due to the intricacy of preposition usage which consists of variety of functions that can be confusing to the learners. This further corroborates the idea of Soliman (2021) who discovered in his research study that Libyan learners faced challenges with the preposition of time, specifically with the use of "at," "in," and "on." He also concluded that the students' difficulties were caused by interference from the Arabic language as well as other learning issues, such as improper usage, omission, or addition of the preposition.

On the other hand, the preposition errors committed by the learners seen in their research manuscript involved incorrect preposition choice and omitted preposition. Moreover, the lower error count in STEM learners may be due to a more comprehensive and detailed writing style that limits the complexity of prepositional phrases used, resulting in fewer opportunities for errors.

### **ANOVA Results**

Table 2 shows the ANOVA results of the analysis made on the different grammatical components (*Word Choice, Preposition, Antecedent, Article, Determiner, Subject-Verb Agreement and Tenses, Punctuation, and Capitalization*) to determine the significant differences between group-strands.

The findings showed a statistically significant difference between the groups for the grammatical component, Word Choice and Capitalization a p-value of less than 0.05. However, it was discovered that there was no significant difference between the groups for the remaining grammatical errors with a p-value of more than 0.05.

The data further states that when comparing the different research manuscripts of the three strands GAS, HUMSS, and STEM the learners' errors related to Word Choice and Capitalization differed in a way that is unlikely due to chance. Moreover, the p-value of Word Choice and Capitalization which is less than 0.05 indicates that the observed differences which meets the conventional threshold for statistical significance, indicating strong evidence that the group differences are real. This result suggests that factors such as learners background knowledge, educational training, and language proficiency may have influenced the degree to which each group performed in choosing appropriate words and the rules in capitalization in writing their research manuscript.

**Table 2**  
**ANOVA Results**  
**ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
Word Choice	Between Groups	574.139	2	287.069	4.239	.029
	Within Groups	1354.470	20	67.723		
	Total	1928.609	22			
Preposition	Between Groups	130.910	2	65.455	.609	.553
	Within Groups	2148.394	20	107.420		
	Total	2279.304	22			
Antecedent	Between Groups	6.576	2	3.288	.268	.767
	Within Groups	245.076	20	12.254		
	Total	251.652	22			
Article	Between Groups	43.675	2	21.838	.197	.823
	Within Groups	2221.803	20	111.090		
	Total	2265.478	22			
Determiner	Between Groups	6.766	2	3.383	.838	.447
	Within Groups	80.712	20	4.036		
	Total	87.478	22			
Subject-Verb Agreement	Between Groups	52.586	2	26.293	.119	.889
	Within Groups	4425.848	20	221.292		
	Total	4478.435	22			
Punctuation	Between Groups	112.275	2	56.138	.274	.763
	Within Groups	4098.333	20	204.917		
	Total	4210.609	22			
Capitalization	Between Groups	392.584	2	196.292	4.782	.020
	Within Groups	820.894	20	41.045		
	Total	1213.478	22			

However, the other grammatical components with p-values greater than 0.05 indicate that the groups' grammatical errors in these areas were generally similar, and any variations that were noticed were probably the result of chance. Moreover, for these other grammatical components, group differences are not regarded as statistically significant. This further implies that the groups were similar in their errors pertaining to preposition, articles, determiners, subject-verb agreement and tenses, and punctuation, even though they performed differently on word choice and capitalization.

### **Importance of English Grammar Rules**

The FGD revealed that learners had a basic knowledge on English grammar particularly on areas such as sentence construction, word choice, punctuation marks, subject-verb agreement, and tenses. The learners were also aware that thorough understanding of the English grammar rules is important in writing their research manuscript. Similarly, Ji and Liu's (2018) research presented that most Chinese junior middle school students understand the value of learning grammar in their English studies, with more than half of them possess a readiness to study grammar as well. However, most learners struggle to acquire grammar knowledge system in an effective manner, resulting in a rather low learning efficiency.

Accordingly, table 3 presents the views of the learners on the importance of English grammar rules in writing their research manuscript. The table further shows that learners viewed the importance of English grammar rules, particularly focusing in two key aspects: **For Clearer Understanding and For Effective Construction and Organization.**

**Table 3**  
**Importance of Grammar Rules in Writing Research**

<b>Verbatim</b>	<b>Code</b>	<b>Theme</b>
1. Para mas madaling maintindihan at maunawaan ng mambabasa Ma'am	<b>To easily understand the research manuscript</b>	<b>For Clearer Understanding</b>
2. Para po maintindihan yung manuscript po naming		
3. Para madaling maintindihan yung research mo Ma'am		
4. Mahalaga po yung grammar natin para mas maintindihan po natin ang mga nakalagay sa research at tsaka para po maitaguyod natin ng maayos or ma explain po natin ng maayos ang result na nakuha natin		
5. Para alam kung ano ang ipinapahiwatig nito		
6. It makes our manuscript more comprehensive and understandable		
7. Mas Madali pong intindihin yung research		
8. Para mas maintindihan yung kabuan ng research		
9. Mas mapapadali pong intindihin at mapapalinaw po yung kalalabasan ng resulta ng research		
10. We can state statements better and clearer		
11. Para mas maintindihan ng mga respondents mo yung sinusulat mo		
12. To easily understand and para maka established ng proper thesis, tapos para dajay thesis ket clearly explained		
13. Dapat yung mga words dapat established correctly, para yung grammar sa thesis ay organize yung mga words/phrases, para mas maintindihan nilang Mabuti		
14. Para yung gusto mong sabihin or yung point mo is ma explain mo ng maayos at maintindihan		
15. To make the research concise and clear		
16. Para mas maunawaan ng mambabasa		
17. Para mas maayos ang paggawa ng research		
18. Mas magiging makatotohanan po yung mailalagay sa research		
1. Mas magiging researchable tas mas makakahanap ng iba't ibang rules, ganun Ma'am	<b>To deliver well the research result</b>	<b>For Effective construction and organization</b>
2. Napakahalaga ng grammar kasi kapag maayos ang grammar tuloy-tuloy ang flow ng research, Ma'am		
3. Para maideliver ng maayos yung result ng study niyo Ma'am		
4. Para po maideliver ng maayos yung research at para po magkaroon ng Magandang output		
5. Para hindi magkamali sa interpretation		
1. Without English grammar rules Ma'am ket parang walang organization yung pagkakaayos ng mga sentences	<b>To construct and organize effectively the research manuscript</b>	
2. Para po maayos ang pagconstruct ng manuscript at maayos ang kalalabasan		
3. Siguro po Ma'am para mas appropriate at maiwasan yung errors sa paggawa ng context or pagconstrct ng context		
4. Para maging maayos yung flow ng research		

**For Clearer Understanding**

The majority of the SHS learners agreed that English grammar rules play a vital role in ensuring clarity and understandability of their research manuscript. They highlighted in their responses that proper usage of English grammar allows them to convey and explain their ideas correctly and easily.

This idea was discussed by participant 10 saying, *"We can state statements better and clearer,"* and participant 14 saying, *"Para yung gusto mong sabihin or yung point mo is ma explain mo ng maayos at maintindihan."*

Additionally, the learners emphasized that by adhering to English grammar rules, they would be able to properly and comprehensively present their research findings, making it easier for readers to understand their manuscript. This is implied by participant 6 who said that *"It makes our manuscript more comprehensive and understandable,"* and participant 4 saying, *"Mahalaga po yung grammar natin para mas maintindihan po natin ang mga nakalagay sa research at tsaka para po maitaguyod natin ng maayos or ma explain po*

*natin ng maayos ang result na nakuha natin.*” Similar idea was raised by participant 9 who shared that, “*Mas mapapadali pong intindihin at mapapalinaw po yung kalalabasan ng resulta ng research.*”

Lastly, most of the learners expressed their idea that following the English grammar rules will help the readers easily understand their research manuscript. This was confirmed by participants 1, 2, 3, 11, and 16 saying that “*Para mas madaling maintindihan at maunawaan ng mambabasa.*”

However, many students still find studying English grammar to be quite tough, despite their commitment to comprehend and follow the rules to make their academic writing accessible and comprehensible. As Singh (2011) said, “It is crucial to understand grammar principles and how to apply them correctly.” Because simple grammar mistakes would cause miscommunication.

**For Effective Construction and Organization**

In the FGD, the learners also revealed that they place importance on English grammar rules for their function in efficiently constructing and organizing their research manuscript. The participants acknowledged that using correct English grammar rules can aid in organizing their ideas coherently and delivering their ideas comprehensively. This was shared by participant 3 saying, “*Para maideliver ng maayos yung result ng study niyo*” and participant 4, “*Para po maideliver ng maayos yung research at para po magkaroon ng magandang output.*”

The learners also stated that well-constructed sentences and paragraphs through proper usage of English grammar can facilitate a smooth flow of ideas, improving the manuscript’s readability. This idea echoes within the voice of participant 4 saying, “*Para maging maayos yung flow ng research*” and participant 2 who said that “*Napakahalaga ng grammar kasi kapag maayos ang grammar tuloy-tuloy ang flow ng research.*”

Lastly, the learners emphasized that by using English grammar correctly, they will make less errors and be able to develop thoughts and sentences more efficiently, which will ensure a better research outcome.

Indeed, the results in the FGD further suggests that learners view English grammar rules as an important aspect in writing coherently their research manuscript. Moreover, Majeed’s (2021) study revealed that many students (61%) believed that the main cause of their writing difficulties was a lack of grammar understanding and all the students also reported that they needed grammar knowledge for successful academic writing.

**Factors Affecting Learners’ Grammar Writing**

Writing research manuscripts is rigorous and it takes a high level of grammatical knowledge, which can be influenced by various factors. Based on the thorough analysis of the learners’ responses from the FGD, three primary factors have been identified that affect learners' grammar writing: **Socio-Cultural Interaction**, **Psychological**, and **Intellectual** factors.

**Table 4**  
**Factors Affecting Learners’ Grammar Writing**

Verbatim	Code	Theme
1. Mas nasaney na po sa local language (tagalog/Iloko)	<b>The use of Mother Tongue in daily conversation</b>	<b>Socio-Cultural Interaction Factor</b>
2. Nasasanay na po kasi tayo sa Tagalog at Ilokano, if ever na may pinapagawa ganun mas nakasanayan na po natin at nahihirapan na po tayo sa English		
3. Personal at environmental kasi nga po gaya ng sabi ko kanina hindi po ako native English speaker kaya po hindi ko po masyadong ala mung grammar Rules -Yung mga nakakasalamuha po natin ay hindi rin sila native speakers, sila po pure iloko at hindi rin sila maalam sa Grammar Rules kaya hindi mo na aadapt		
4. Hindi pa kami nasasanay which is hindi namin siya nagagawa everyday, hindi naprapactice		
5. Siguro Ma’am sa amin nakakalimutan namin on what is the English grammar rules minsan		
6. Nasaney napo kasi tayo sa Mother tongue, yun na po yung nakahiligan		
7. hindi po kasi naprapactice, minsan po kasi ang ginagamit ay tagalog/mother tongue		
8. hindi nagagamit – kasi ginagamit po nating way of communicating to other is Filipino/Iloko		
9. Yung kinalakihan po kasi namin ket hindi ano Ma’am tapos Ilokano		

10. Siguro ma'am, our daily lives is a big factor we are not using English na since our dialect is Ilokano and prefer nating gamitin yung Ilokano at mas accessible kasi naman yun yung dialect		
11. Yun nga yung dialect natin ay Ilokano yun yung dahilan dahil ito ay nakasanayan natin		
1. Anxiety – nag-ooverthink na nagkakamali	<b>Fear/Anxiety</b>	<b>Psychological Factor</b>
2. lack of confidence – kasi tinatawanan ka pag nag Eenglish ka		
3. Minsan kasi nagdadalang isip ka kumbaga kapag gumamit ka ng English baka ngay mali tas pagtatawanan ka ganun		
4. Fear – minsan po kasi ket based sa ano ko ket natatakot po akong magsalita ng English or mag ano po ng words kasi ngay ket feeling ko ijujudge po ako ng tao		
1. Parang kulang po sa kaalaman sa English Grammar Rules – lack of knowledge	<b>Limited/Lack of Knowledge</b>	<b>Intellectual Factor</b>
2. poor understanding of English Grammar rules		
3. slow learner- yung level ng pagkatuto ay mababa		
4. Limited vocabularies		
5. Some word po kasi sa English minsan po hindi naming alam yung meaning		
6. Siguro hindi ganun kalawak yung vocabularies kaya nahihirapan akong magconstruct ng tamang grammar		
7. lack of enough vocabularies		
8. kasi minsan po hindi nakoko-correct yung Grammar Rules		

### Socio-Cultural Interaction Factor

Learners writing abilities and capabilities are affected by how learners communicate in their social settings, which includes their informal conversations and social media interactions. Almost all the learners emphasized that their frequent use of their mother tongue in their daily interactions has a prevailing effect in their mastery of the English grammar. This idea was supported by participant 2 saying, “*Nasasanay na po kasi tayo sa Tagalog at Ilokano, if ever na may pinapagawa ganun mas nakasanayan na po natin at nahihirapan na po tayo sa English*” and participant 3 saying, “*Personal at environmental kasi nga po gaya ng sabi ko kanina hindi po ako native English speaker kaya po hindi ko po masyadong ala mung grammar Rules. Yung mga nakakasalamuha po natin ay hindi rin sila native speakers, sila po pure iloko at hindi rin sila maalam sa Grammar Rules kaya hindi mo na aadapt.*”

Additionally, the cultural and linguistic background of the learners also affect their mastery of the English grammar rules. Most of the learners' way of communicating is using their native language and those whose parents are native speakers of the area are probably speaking to their children in the dialect or language of that area which is Iloko or Tagalog. As a result, students struggle to apply proper English grammar rules in their academic writing since they are less focused on utilizing English and less aware of grammatical accuracy. This idea is shared by participant 9 saying, “*Yung kinalakihan po kasi namin ket hindi ano Ma'am tapos Ilokano*” and participant 10, “*Siguro ma'am, our daily lives is a big factor we are not using English na since our dialect is Ilokano and prefer nating gamitin yung Ilokano at mas accessible kasi naman yun yung dialect.*” This corroborates to the study of Sunarto (2012) explaining that students cannot keep away from their first language (L1) and they usually depend on their L1 in cases such as making sentences, translating sentences, describing words, etc. which become a crucial problem to the students.

### Psychological Factors

The fear of making mistakes when using the English language is a common anxiety among learners. Fear and self-doubt can lead to hesitation, learners often hesitate to use the English language, and the grammar rules out of fear of being laughed at or making mistakes. With the same idea, participant airs her feeling saying that, “*Minsan kasi nagdadalang isip ka kumbaga kapag gumamit ka ng English baka ngay mali tas pagtatawanan ka ganun*” and participant 4 saying, “*Fear – minsan po kasi ket based sa ano ko ket natatakot po akong magsalita ng English or mag ano po ng words kasi ngay ket feeling ko ijujudge po ako ng tao.*”

Furthermore, learners frequently commit errors because they lack confidence in their ability to use the rules of English grammar, which prevents them from mastering it. Finally, students who experience anxiety when writing may make more errors, which may cause them to overthink and stop adhering to English grammar rules. This can also be felt from the response of participant 1 saying, “*Anxiety – nag-ooverthink na nagkakamali* and participant 2 who shared that, “*lack of confidence – kasi tinatawanan ka pag nag Eenglish ka.*”

## Intellectual Factor

The ability and competence of learners in understanding and mastering the English grammar rules are vital component that influences their writing prowess. Learners with strong foundation of the English grammar rules are better equipped with the intricacies of the grammar rules and can create sentences that are grammatically correct and coherent. However, this is not the case as participant 1 emphasized that, “*Parang kulang po sa kaalaman sa English Grammar Rules – lack of knowledge,*” and participant 2 saying, “*poor understanding of English Grammar rules.*” Learners admitted that they lack knowledge with English grammar rules and with limited knowledge of vocabularies which resulted them to commit errors in writing their research manuscript.

## Summary

This mixed-method study aimed to comprehensively understand the challenges faced by learners regarding English grammar rules while writing their research manuscript. The respondents were the Grade 12 Senior High School learners under the GAS, HUMSS, and STEM strand of Tubao District.

Furthermore, Sequential Explanatory research design was used where content analysis on learners’ research manuscript was executed first by thorough analysis of the linguistic concepts such as sentence construction, verb tenses, subject-verb agreement, capitalization, and punctuation. Focus Group Discussion (FGD) was also performed to further understand the learners’ experiences, perspectives, and knowledge regarding English Grammar rules.

Lastly, through the thorough analysis of the learners’ manuscript it was found out that most learners were challenged in using punctuation marks, subject-verb agreement and tenses as well as prepositions. It was also found out that learners believed that the importance of English grammar were for clearer understanding and for effective construction and organization. Socio-Cultural Interaction, Psychological Factor, and Intellectual Capabilities were factors affecting learners in learning English grammar. Moreover, confidentiality rules and trustworthiness were strictly observed in the conduct of this research.

## Findings

The following are the salient findings of the study:

1. The most grammatical errors were made by HUMSS students, who were followed by GAS and STEM students in terms of correctly using various punctuation marks, subject-verb agreement and tenses, and prepositions when writing their research manuscripts.
2. There is a significant difference in learners' grammatical errors related to word choice and capitalization, but there is no significant difference in other grammatical components such as preposition, article, determiner, antecedent, subject-verb agreement and tenses and punctuation across the three strands.
3. The SHS learners viewed the importance of English grammar rules in two key concepts which are “for better understanding and for effective construction and organization.
4. The SHS learners were affected by three factors — socio-cultural interaction, psychological, and intellectual regarding their grammar writing while crafting their research manuscript.

## Conclusion

Based on the findings of this study, the following conclusions were drawn:

1. GAS, STEM and especially HUMSS learners experienced difficulties in mastering essential grammar rules, particularly the correct usage of different punctuation marks, subject-verb agreement and tenses, and prepositions, which indicates learners lack of grammatical proficiency that affects the clarity and coherence of their research manuscript.
2. Learners from the three strands exhibit varying levels of proficiency in selecting appropriate words and proper capitalization rules, which shows that learners had different specific language and grammar exposure in each strand; however, learners have similar level of proficiency on other grammatical components analyzed.
3. The SHS learners emphasized the great importance of following the English grammar rules, recognizing their belief that proper grammar not only enhances understanding but also guarantees that their research manuscript is constructed and organized effectively and properly.
4. SHS learners’ successes and challenges in grammar writing are not solely a result of learners’ individual skills or knowledge; rather, their writing proficiency is shaped by broader socio-cultural contexts, such as their background and interactions with peers, as well as psychological factors, including their confidence and motivation, and intellectual factors, such as their cognitive abilities and understanding of grammar rules.

## Recommendation

Considering the findings made and conclusions drawn, the following are recommended:

1. Language or Research teachers should use the Grammar Learning Guide in Writing Research Manuscript for comprehensive grammar instruction tailored to learners' individual needs.
2. Language teachers should incorporate extensive grammar instruction in their lesson and varied writing tasks that would reinforce learners' understanding and usage of grammar in various contexts.
3. Language or Research teachers should provide comprehensive feedback on learners' grammar usage, highlighting their errors and giving resounding explanations for corrections and improvements.
4. The Learning Action Cell (LAC) and Collaborative Expertise time should be used as an avenue to train and enhance skills and knowledge of language and research teachers and to discuss matters regarding challenges encountered by teachers and learners regarding grammar rules.
5. Teachers should be aware of the diverse cultural backgrounds of learners, providing inclusive grammar education and should also foster a supportive and welcoming classroom environment that helps learners feel less nervous and builds strong self-confidence.
6. SHS learners should give importance to learning and relearning the correct and proper usage of grammar rules suitable for their academic writing tasks.
7. Future researchers should study strategies or techniques in teaching grammar and the effectiveness of Grammar Learning Guide in Writing Research Manuscript in grammar instruction.

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