| **RESEARCH ARTICLE**

Written Feedbacks on Police Blotters

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| **ABSTRACT**

Writing a report requires not only writing skills but also the capacity to perceive, analyze, process information, and use language. The study aimed to look into the written feedback on police blotters in the police stations of Dipolog City and Dapitan City, Zamboanga del Norte, Philippines. The descriptive-survey method of research was utilized in the study, wherein it required a thorough, comprehensive, and careful analysis in looking into the written feedbacks on police blotters in the Police Stations of Dapitan and Dipolog Cities. The frequency count, percentage distribution, and t-test were the statistical methods employed for the investigation. The study revealed that the profile of the global errors identified in the police blotter extracts in both Dipolog and Dapitan Cities, in terms of morphological errors ranged from 0.00% to over hundred percent and less error was detected in terms of syntax, particularly on fragments. Run-on phrases and word ordering were where most of the mistakes were identified for both police stations. Additionally, the most frequent local errors involved word choice, word usage accuracy, and the appropriate use of prepositions, while the most frequent mechanical errors involved capitalization. With this, it is concluded that the police officers assigned to the blotter section need to develop their writing skills by focusing on errors which are more dominant and be conscious to even the smallest grammatical details to generate accurate police blotters that serve their intended purpose. This suggests that police officers working in the blotter section should participate in seminars or training to hone their technical writing skills; higher education institutions should also offer extension services to the police stations like tutorials, mentoring, and coaching to help the police officers sharpen their grammar; and apply standard rules in writing, especially the conventions for capitalization to afford mastery of writing skills.

1. Introduction
1.1 Rationale of the Study
The English language is a sophisticated and dynamic system of symbols that are employed in numerous thought and communication models. It changes as a result of certain historical and cultural settings. Phonological, morphological, syntactic, semantic, and pragmatic factors at least five explain language as regulated activity (Owens, 2008). However, the linguistic features taken into account in this analysis were morphology, syntax, lexicon, and mechanics which serve as indications to thoroughly examine written feedbacks on police blotters.

It is clear why people have such issues with grammar and mechanics in writing, especially in the field that requires basic investigative reports, particularly police officers. Each of these parameters has its own rules in writing, and people in different professions are frequently confused about how to use it accurately and appropriately in writing. In most cases, police officers arrive at the scene of the incident first. They have to correctly and fully document any fleeting evidence of the incident. The Philippine National Police (PNP) and even Federal and States Freedom of Information laws mandate police agencies to keep a record of daily activities at the police station. Such records are known as police blotters, records used in police practices and procedures.

Moreover, these records can be accessible to the public as they can be inspected by the public. It can also be reviewed by the local media to print arrests or notable activities. Police reports must accurately depict the variety of events that result in police calls, from fender-benders to fatal accidents, theft to robberies and break-ins, domestic violence to assaults and battery, as well as reports on death investigations, homicides, and use of force (Yu, et. al (2020). For that matter, a police officer must write a well–written report which is factual, accurate, clear, concise, complete, legible, timely and grammatically correct. As a result, the officers' integrity and trustworthiness are at risk if there are any flaws in any of these areas. The specific information listed on police blotters is used as a department's primary means of communication and as the basis for the decisions made by juries, prosecutors, judges, and attorneys regarding the parties' sincerity, dishonesty, guilt, and/or innocence in the reported event reflected in the blotter. No matter what the report is to the public, it must be written properly, which means it must be written such that it is understandable and helpful to the reader. It comprises the appropriate use of grammar and mechanics in writing as well as any tool that outlines the crucial steps that have an impact on the clarity of expression. It is impossible to predict whether the reader will interpret a term in the same way as the author. Finding the right words to convey a message actually starts this conversation, and it is never finished until the reader has grasped it (Gammage, 2008). When creating records for the police blotter, police blotter officers must always pay close attention to the language and mechanics of their writing. The importance of vocabulary in reading, speaking, and particularly in writing cannot be overstated. Almost all police reports need a narrative, even if many sections merely have checkboxes or blanks to be filled up. With no jargon, slang, or police lingo that others won't understand, all of this information must adhere to proper and standard English.

Writing effective reports will not only meet the needs of the department, other organizations, and particular people, but it will also improve the integrity of the officer because they demonstrate their capacity to learn and express their knowledge in a way that makes them feel the satisfaction of a job well done is worth the cost of learning. Including spontaneous errors when recording incidents on the police blotter is one approach to do this. In order to participate in larger and more diverse communities and to learn about the functions of language in their own lives and cultures, officers must be proficient in the language in order to access, process, and stay current on the information.

The ability to create clear communications, including police reports, is more important than ever in today's globalized world. It is essential that cops who are tasked with drafting reports work to advance their English writing abilities. The researcher decided to examine the written feedbacks as a result of the aforementioned. Ideally, the researcher would produce suggestions that would deal with the issue at hand.

1.2 Statement of the Problem
This study aimed to look into the written feedbacks on police blotters in the police stations of Dipolog City and Dapitan City, Zamboanga del Norte, Philippines.

It sought to answer the following questions:
1. What is the profile of the global errors identified in the Police blotter extracts of the selected police stations in terms of:
    1.1 morphological errors:
        1.1.1   verb tense;
        1.1.2   S-V agreement (verb errors);
        1.1.3   voice of the verb;
        1.1.4   noun ending errors;
    1.2 syntactic errors:
        1.2.1   word order;
        1.2.2   fragment;
        1.2.3   run-on sentence?
2. What is the profile of the local errors identified in the police blotter extracts of the selected police stations in terms of:
    2.1 lexical errors;
        2.1.1   word choice/form;
        2.1.2   errors in prepositions;
        2.1.3   errors in pronoun;
    2.2 mechanical errors;
        2.2.1   spelling;
        2.2.2   punctuations;
        2.2.3   capitalization?
3. Is there a significant difference in the global errors in police blotter extracts when analyzed by police stations?
4. Is there a significant difference in the local errors in police blotter extracts when analyzed by police stations?

1.3 Significance of the Study

This study will specifically benefit the Police Blotter Officers in gaining general awareness of the necessity of creating and contributing quality written reports to be able to communicate. Their integrity will increase, and it will help them advance professionally. It will enable the Chiefs of Police officers/Administrative officers to support any seminars, training sessions, or programs designed to improve the writing abilities of police blotter officers and advance their abilities in creating police reports. It will encourage the Police Interns to adhere to Standard English in writing and be knowledgeable of the conventions and mechanics of writing. It will guide language teachers in the appropriate way in the writing process. And the basis for future researchers who may undertake the same study.

1.4 Hypotheses

The following hypotheses were tested:

Ho1. There is no significant difference in the global errors in police blotter extracts when analyzed by police stations.

Ho2. There is no significant difference in the local errors in police blotter extracts when analyzed by police stations.

2. Literature Review

English is a universal language that is spoken by many people around the world for communication. Oral and textual communication are both possible. A person's vocabulary can be increased through written communication, and they can become accustomed to a straightforward writing style that will challenge and force them to consider their writing skills (Chiaro, 2021b). The most complex and challenging to master of the five English language abilities is writing. According to Richards et al. (2008), writing rests on the general organizing of ideas as well as converting these concepts into legible sentences. Making mistakes is a normal learning process given this issue. However, the growth of the society that depends on communication has been significantly influenced by language.

The most important component of producing a report is the narrative because reports are produced to record happenings. The vast majority of police reports are thought to be public records and are open to the public. The media agents read the majority of available police reports to hunt for fascinating topics. The reports are frequently made available to the victims, witnesses, and suspects who are named in them. Even judges, lawyers, and jurors will rely on the details logged by police blotter officers in a police blotter, a logbook of daily crime incident reports in a police station. In the Philippine National Police Operational Procedures released on March 2010 cited by Utang (2019), rule 1 mandates that each PNP operating unit shall maintain official Police Blotters where all types of operational and undercover dispatches shall be recorded containing the five 'Ws' (Who, What, When, Where and Why) and one 'H' of information, a Police Blotter is a logbook that contains the daily registry of all crime incident reports, official summaries of arrest, and other significant events reported in a Police Station. A separate Police Blotter shall be maintained for crime incident reports involving a child in conflict with the law to protect their privacy pursuant to Republic Act Number (R.A No.) 9262 (Anti-Violence Against Women and Children Act of 2004) and R.A. No. 9364 (Juvenile Justice and Welfare Act2006) respectively. Specifications of the Police Blotter should be provided by the PNP officer. For this reason, every police blotter officer should produce writing that is factual, persuasive, and sincere. A report is defined as an account of a subject, particularly an investigation report or an official explanation of the facts (accountlearning, 2020). According to this concept, police reports can be either written or spoken. They can be basic or complex, lengthy or succinct, and created by any member of the department, from the chief to the patrolman. Whatever the case, police reporting has developed into one of the most important procedures in police stations.

The child's brain is then equipped to interpret what is heard in light of the underlying concepts or organizational framework it already possesses (Sprenger, 2008). Yang (2006) states that regardless of where they are raised, children also initially possess, then subsequently develop, an innate understanding or hypothesis about grammar. Moreover, an adult's assistance is required in order to perform this work. In the early years of a child's life, this is said to be expressed through motherese or "baby talk," which may enable kids to "bootstrap" their language learning (Havard, 2021). Applying the idea of writing an investigative report on a Police Blotter, there is a propensity for Police Blotter officers to make mistakes because they are exposed to their own native language and learning English is only done through acquisition, which has its own set of rules that officers need to adhere to in order to keep their language from degrading. Even though the process leading to the development of the language variety differs from the traditional account of dialect, According to Malicsi (2010), the perception that English in the Philippines has been deteriorating can be seen as an instance of indigenization, resulting in a language variety that qualifies as a dialect. It contains unique linguistic characteristics that resulted from a progressive shift in language acquisition away from speakers of the native tongue so that generations of Filipinos learning English have absorbed the grammar and grammatical structures of Filipinos learning English as a second language. For academic reasons, however, emphasis should be placed on Philippine English, or (Pinoy English, to use a colloquial name), standards.

A composition that shows one's proficiency in English can be fully judged by the fluency and accuracy of linguistic expressions. Writing well in English is becoming more and more crucial in the global community as the need for cross-linguistic communication rises. The ability to write well in English is commonly regarded as being crucial for academic, professional, and personal reasons. Cognitive analysis and language synthesis are necessary for the complex process of writing. Attention, working memory, and the mechanics of handwriting or typing are all cognitive resources that influence how authors translate their ideas into text. Working memory is very important for English language learners, for writing requires a lot of cognitive effort and complexity (Lindgren, 2022). Learning to write well takes a lot of time and work. A document must be written correctly utilizing the proper mechanics, especially while producing an investigative report, in order to be free of errors. This goes beyond simply using acceptable grammar.

An "error" is a clear departure from the mature grammar of native speakers showing the learner's interlanguage ability, according to Brown as cited in Pratiwi (2019). A "mistake" refers to a performance error in that it is a failure to use a recognized system correctly. Given that every individual has the natural capacity to learn languages (McGilvray, 2005a). It takes a lot of effort, time, and varied levels of personal engagement to make the acquisition of it happen; it does not just happen. Additionally, the student must actively look for opportunities to pick up the language. Krashen (1982) asserts that regular exposure to English promotes effective communication. Because they actively generalize their own language system, it seems to sense that Police Blotter officers are observed to make grammatical and writing mechanics mistakes. This is explained by pointing out that the child only encounters one language during the trial-and-error process, allowing him to base his hypotheses about the rule structure on that language and any prior notions he may have about language. When a student is tasked with learning a second language, he also has to make an effort to establish the rules of the language, and this will result in performance faults. Because the capacity to learn languages is intrinsic in every human (McGilvray, 2005b).

Pit Corder, the "Father of Error Analysis" (1981), noted in his book "Error and Interlanguage," that many categories of these error systems have been devised by error analysis scholars, three of which can be helpful as follows: 1. Pre-systematic —- These mistakes happen before the language the learner has observed has developed a system for categorizing the material being learnt; the learner cannot remedy or explain these mistakes. 2. Errors that are systematic—those that can be explained but not fixed—occur after the learner has identified a pattern and occur frequently. 3. When a learner consistently recognizes systems, can identify the error, and can explain and remedy it, the error is said to be post-systematic. The second classification likewise uses three main categories: development errors, intralingual errors, and interference errors. In locations where the languages are clearly different, the native language's influence is thought to be the main cause of interference errors. Intralingual mistakes are caused by the target language's inherent structure. The language's complexity encourages overgeneralization, insufficient rule application, and a failure to understand the prerequisites for rule application. The student's attempt to form assumptions about the language, frequently apart from their home tongue, is reflected in development faults. "Collection of a sample of learner language; Identification of errors; Description of mistakes; Explanation of errors; and Error Evaluation," according to Corder (1981), are the steps that make up doing error analysis.

Speaking, listening, reading, writing, and viewing are the five skills that must be mastered in order to learn a language. Every English writer, especially those who write quickly, commits these errors. Because they occasionally pay more attention to the context than the form. This is one of the problems that Police Blotter officers must deal with. The attempt to translate verbatim into English what the Police Blotter officer has in their original tongue often results in incorrect usage in longer periods of writing. Such errors in the Police Blotter officers' reports can make it challenging to decipher the meaning being expressed. Unintentional departures from the intended form are known as speech mistakes. Significant differences in the discourse traits of written responses that were connected to proficiency levels were documented by Cumming, Kanton, Baba, Eouanzoui, Erdosy, and James (2005). Longer responses, higher levels of lexical, syntactic, and grammatical complexity, and more accurate grammar were all related to better writing ability. Thus, it can be inferred from these viewpoints that writing and other language skills—including listening, reading, speaking, and the many sub-skills such as phonetics, phonology, vocabulary, and grammar—are mutually beneficial.

Error analysis, according to Vahdatinejad (2008), can be utilized to determine what a student still needs to be taught. It gives crucial details regarding where his or her competency is deficient. He also distinguishes between mistakes and oversights (simple mistakes). He asserts that mistakes can be made even by native speakers and that they are self-correctable. They demand immediate repair as opposed to remedial, which is required for mistakes. Good grammatical structures, acceptable punctuation, verbs in the right tenses, pronouns in the right case, and accurate word spelling are the criteria by which language educators judge the written works of language learners. However, the abilities of "handwriting, spelling, vocabulary, sentence structuring, and paragraph writing" are those that most significantly influence the overall quality of the writing. These abilities appear to be the "building blocks of proficient writing," and failure to acquire them could lead to writing problems (Olinghouse, et. al 2009). Regarding this, it was suggested that native English speakers should also receive training in English writing in addition to ESL students. Because there are so few prepositions in the official language of the Philippines (Filipino), Filipino speakers and even

writers find it challenging to employ English prepositions. Likewise, a small portion of respondents (15%), however, seem to struggle with verb tenses, word choices, spelling, and English proficiency in general (Lozada, et. al 2009).

Ten typical errors that appear in police reports were listed by Jean Reynolds, Ph. D, author of Criminal Justice Report Writing. Commas and periods should never be used outside of quotation marks, jargon should never be substituted for English words, passive voice should never be used, capitalization should never be misused, common words should never be misspelled, sentences should never end with a comma instead of a period, investigation results should always be included, unnecessary words should never be used, and assumptions should always be avoided (Reynolds, n.d.-b). Even though Police Blotter staff members are accustomed to preparing reports, it is occasionally inevitable that they will miss anything crucial when writing investigative reports. There is no learning if someone does not make mistakes, therefore making mistakes when writing can substantially aid in enhancing one's writing proficiency. Good writing can suffer from interruptions, exhaustion, and stress from handling offenders and emergencies. Writing with the correct grammar and mechanics can help to considerably ensure that reports adhere to the highest standards for criminal justice writing while also fostering professional development.

The present investigation focused primarily on the police blotter officers' writing skills since they are exposed to both self-reported writing issues and real writing inadequacies that are obvious in their logbook of crime incidents, the police blotter. The way the police blotter is written can therefore be used to infer an officer's level of exposure to the target language and their ability to pick up grammar and sentence structure. For their professional development and reputation, these difficulties must also be encouraged. The evaluated research and literature are intended to serve as the conceptual foundation for this investigation.

2.1 Theoretical and Conceptual Framework

This study is anchored on Ferris D.R (2005) in his Analysis Model as cited by Kato (2006) namely: Global errors and Local errors. Global Errors are major errors in sentence structures which make sentences difficult or impossible to understand. They prevent the message from being comprehended. Global errors are classified into: (a) morphological errors and (b) syntactic errors. Morphological Errors are under global errors which refer to mistakes in the structure and formation of words in the language. They consist of verb tense, subject-verb agreement (verb errors), the voice of the verb, and noun-ending errors. Ferris (2005) indicates verb tense, the voice of the verb, and S-V agreement as verb errors which have something to do with errors in the progression of events; expressions of the relationship of the subject to the action; the agreement of verb in number with the subject; and noun-ending errors consist of all errors in which nouns are used in wrong forms of singular or plural. Syntactic Errors refer to the inappropriate arrangement of words in the sentence. Ferris (2005) includes syntactic errors as word order/form—disorder or disarray of words occurring in the sentence; fragments—incomplete or does not have a complete thought; and run-on sentences—independent clauses are joined without appropriate punctuation or conjunction. On the other hand, Local Errors. are minor mistakes which do not cause problems of comprehension. They do not obviate the message from being understood because there are just minor violations of one segment that allow the bearer to guess the intended meaning which will only affect the constituents in which they appear. Local errors are categorized into: (a) lexical errors and (b) mechanical errors. Lexical Errors. These are classified under local errors, which refer to the wrong choice of words and word formation. Lexical errors consist of all errors in word choice/form, preposition, and pronoun. These have something to do with incorrect or unsuitable terms being used; mistakenness of the relationship between a noun phrase and another element (including the relationship of time, place and location); and incorrect use of a word that replaces a noun or noun phrase. Mechanical Errors. These terms apply to the inexactness of punctuation – inappropriate use of symbols and signs in the sentence; inexactness of spelling—forming of words by disordering letters; and inexactness of capitalization—incorrect use of capital letters for something.

The schema of the study is presented in Figure 1. The variables, indicators and descriptors deemed this research on written feedback may yield results that identify errors on police blotters of Dipolog and Dapitan Cities Police Stations. The result would help to determine appropriate actions to improve these writing competencies of Police officers and likewise the basis for a training module to strengthen police blotter preparations. The schema of the study is presented in Figure 1. The innermost layer of the circle contains the subject of an investigation which is the police blotter extracts. The next layer contains the specifics of the errors that are placed in four (4) quadrants. In one quadrant are errors along verb tense, S-V agreement (verb errors), the voice of the verbs, and noun-ending errors. The second quadrant is errors along word order, fragment, and run-on sentences. The third quadrant is errors in word choice/form, errors in a preposition, and errors in pronouns. Finally, the fourth quadrant is errors in spelling, punctuation, and capitalization. The outermost circle contains the four main error classifications of grammar and mechanics in writing namely: Morphological Errors, Syntactic Errors, Lexical Errors, and Mechanical Errors which are situated just above the identified specifics.

Figure 1. Schematic presentations of the study

2.2 Definition of Terms
The following terms used in this study are hereby operationally defined for clarity and for a common frame of reference.

Burglary. This refers to the criminal offense of breaking and entering a building illegally for the purpose of committing a crime.

Crime. The term refers to an act committed or omitted in violation of a law forbidden or commanding it and for which punishment is imposed upon conviction.

Errors in Preposition. The term refers to the inaccurate use of a word or group of words that is used with a noun, pronoun or noun phrase to show direction, location, or time to introduce an object.

Errors in Pronoun. This refers to the incorrect use of a word as a substitute for nouns or noun phrases whose referents are named in the context.

Felony Crime. The term refers to a category of crimes that are often classified as the most serious that can cause at least a year in prison like murder, sexual abuse, burglary and robbery.

Global Errors. The term refers to the major errors in sentence structure which make a sentence difficult or impossible to understand.

Grammar. This term refers to the field of linguistics that involves all the various things that make up the rules of language. Subfields of linguistics that are considered a part of grammar include syntax, phonetics, morphology and semantics.

Lexical Errors. The term refers to the wrong choice of words and word form

Local Errors. This refers to minor mistakes which do not cause problems of comprehension.

Mechanics. The term refers to the rule in punctuation of sentences and capitalization of words in a sentence.

Morphological Errors. These refer to mistakes in the structure and formation of words in the language.

Murder. The term refers to the intentional killing of one human being by another with malice aforethought, a state of mind, or intent, a requirement that makes a homicide a murder.

Police Blotter. The term refers to a logbook that contains the daily registry of all crime incident reports and official summaries of arrests and other significant events reported in a police station.

Police Blotter Officer. The term refers to a law enforcer working in the Philippine National Police organization who is responsible to record and make a narrative regarding the scenes of the incident.

***Punctua*tion**. The term refers to the use of symbols such as full stops or periods, commas or question marks to divide written words into sentences.

Sexual abuse/rape. This term refers to sexual exploitation, forcible penetration, or an act of sexual contact on the body of another person, male or female, without his or her consent.

Standard English. The term refers to the variety of English that is held by many as the correct and acceptable form of English.

S-V Agreement. The term refers to verb errors which have something to do with errors in the progression events; expressions of the relationship of the subject to the action; and the agreement of verbs in number with the subject.

Syntactic Errors. This term refers to mistakes in the appropriate order of words.

Voice of the verb. The term refers to whether the subject is the doer or the receiver of the action.

Written Feedbacks. The term refers to the language errors identified by the researcher through a descriptive analysis of the blotter extracts.

3. Methodology
This chapter discusses the research method used, the research environment, the research design, and the procedure.

3.1 Research design
The descriptive-survey method was utilized in the study. It required a thorough, comprehensive and careful analysis in looking into the written feedbacks on police blotters. In the case of morphological errors, the analysis was done in terms of the structures and descriptions of words in the sentences following the proper rules in writing. For syntactic errors, the researcher analyzed how the words were appropriately put together to form clauses, phrases, and sentences. In terms of lexical errors, they were spotted by looking into the use and formations of words in the sentence if these were properly utilized, following the rules in writing. Finally, in the case of mechanical errors, they were identified by enumerating the frequent use of inappropriate/missed punctuations, misspelled words, and words that attribute incorrect use of capitalization.

3.2 Research Locale
The study was conducted at the selected police stations in Zamboanga del Norte, Philippines particularly in Dipolog City and Dapitan City Police Stations. Police blotters on felony crimes were the focus of the analysis.

Zamboanga del Norte has only two (2) cities namely: Dapitan and Dipolog Cities. Dipolog City is quite big compared to Dapitan City. Each city has a police station and maintains a separate police blotter. Dipolog City Police Station is located in Sta. Isabel, Dipolog City, Zamboanga del Norte and Dapitan City Police Station are located in Sta. Cruz, Dapitan City. Both are in Zamboanga Peninsula Region IX. These police stations are headed by a Chief of Police, who administers the entire department, accompanied by the police officers who are known by the people in the community to resolve issues of incidents and likewise keep records of incidents and transactions. If for some reason and circumstances, the Chief of Police is not around, the Head of the office is in command to give orders, and manage, resolve, and justify issues within the department.

3.3 Research Instrument
The research instrument used to collect data for this study are police blotters focusing on Felony crimes specifically burglary, robbery, murder and rape/sexual abuse had been analyzed, evaluated, and interpreted with regard to written feedbacks identified by the researcher through a descriptive analysis of the blotter extracts. Felony crimes are categories of crime that are often classified as the most serious that can cause at least one (1) year in prison. There were 10 police blotters examined in each police station for a total of 20 police blotters.

Memorandum Circular Number 5 dated December 10, 2002, prescribed a uniform police blotter for the Philippine National Police and defined the rules and procedures for making blotter entries. It has been emphasized also in Section 7 of the Circular that every police station or substation shall maintain a police blotter. The police blotter should be a record book bound with hard covers and shall be 12 inches and 16 inches in size. It is the PNP Unit Commander's responsibility, for the proper maintenance, use, safekeeping and accounting of police blotters which is an information record book utilized for evidentiary and referral purposes (Memorandum Circulars, n.d.).

In Dipolog City Police Station, the police blotter is prepared by the desk officer and the police officer-in-charge. Various incidents or transactions and other significant events reported at the police station are all recorded in the police blotter. The desk officer attends first to the complainant, tracks incidents, and disseminates information. The complainant gets a tracking number from the desk officer and right then, proceeds to the police officer-in-charge for a blotter. The police officer-in-charge gathers information from the complainant, keeps details, and verifies data using the Crime Incident Reporting System (CIRS). The police officers who have undergone seminars/training on the system are the only authorized personnel who can manipulate the electronic blotter (CIRS) that generates blotter records from the computer. The information in the police blotter should answer the cardinal elements of a police blotter that include: (1.) who; (2.) what; (3.) why; (4.) where; (5.) when; (6.) how; (7.) disposition of the case. Corresponding details to these cardinal elements must be presented which include: the names of the suspect/s; the victim/s; the possible motive; the place, date, and time of occurrence; and other incidents that could possibly alleviate or annoy the crime. The police officer-in-charge generates a hard copy from the CIRS and gives it to the complainant. The complainant herself/himself will review the details. If there are no clarifications or questions, the printed material (police blotter) will then be signed by the desk officer himself, the police officer-in-charge/CIRS in-charge, the head of office/Chief of police and the complainant. Finally, the CIRS in-charge will now give the record to the desk officer, and the desk officer will transfer the data on the blotter book along with the names of the desk officer on duty and the police officer-in-charge signed above. They will also provide a copy for the complainant. There are two (2) desk officers and two (2) police officers-in-charge of CIRS assigned in the section who are on shift every 24 hours. Every 24-hour shift, the desk officer on duty shall make the actual entries on the blotter at the end of the duty. Both officers, the desk officer on duty and the incoming officer should sign the blotter.

For the Women and Child Protection Desk (WCPD) section blotters, the investigators-in-charge in this section are female investigators only to protect gender sensitivity. This section deals with various cases of abuse particularly rape/sexual abuse emphasizing the two types which include marital rape (R.A 9262) and sexual abuse which involves minors (R.A 7610). The police blotter record book in this section is bound with a pink hard cover and entries in the police blotter should also answer and present the following cardinal elements of the police blotter. There are only two (2) female investigators-in-charge in the WCPD section. Similarly, investigators are on shift every 24 hours.

At first, the complainant/s approaches the Personality Service Lane. They are directed to the WCPD section if the disposition of the case is under the Women and Child Protection Desk. The investigator-in-charge will investigate further the incident and record it on the police blotter book signed by the complainant himself/herself with his/her printed name. The incident will now be tracked in the CIRS. The investigator will generate a hard copy from the CIRS which will be provided to the complainant along with the names of the investigator and the complainant signed above. Afterwards, the investigator will make an affidavit, a sworn statement of the victim, complainant/s and witness if there is/are any. The investigator forwards the affidavit to the Fiscal office to file the case in court. In every shift, the outgoing investigator will make entries on the police blotter at the end of her duty. Both outgoing and incoming investigators will sign the blotter. The above processes of generating the police blotter are similarly followed strictly in Dapitan City Police Station. Where the complainant approaches the Personality Service Lane and gives details about the incidents. The desk officer on duty asks for some data as regards the incident and tracks it on the blotter along with the name and signature of the complainant. After tracking and knowing the disposition of the case, the desk officer advises the complainant to proceed to the section that handles the case. The complainant will no longer be provided with a tracking number. The particulars that handle the particular case will do further investigation of the incidents, make entries in the CIRS, present the details following the cardinal elements of the blotter and generate a hard copy of it. The police officer-in-charge of the CIRS brings the police blotter generated by the system for signatories. The complainant, as well as the desk officer on duty, police officer-in-charge of the CIRS, and head of office/Chief of police, will write their names with signatures above. On the other hand, the process of generating a blotter for the WCPD section in Dapitan City Police Station is similar to the previous station mentioned. There are also two (2) female investigators-in-charge in the WCPD section who will be on shift every 24 hours. Likewise, in every shift, the investigator of duty would make actual entries on the blotter. At the end of her shift, both the outgoing and incoming investigators shall sign the entries being made.

3.4 Data Gathering Procedure
First, the researcher asked for the approval of the panel. Then, crafted a communication letter addressed to the Chief-of-Police of Dipolog City and Dapitan City Police Stations to allow the researcher to conduct the study and examined police blotters on felony

crimes. The researcher made sure that the information in the police blotters was kept confidential while maintaining anonymity and privacy. Second, since the researcher was not permitted to retrieve the police blotters, the researcher conducted the study on-site every Saturday and Sunday including holidays throughout the timeframe allocated for the study. Prior to that, the researcher presented the approved letter from the Chief-of-police to the officer in-charge. In the process of conducting the study, the researcher observed the manner of generating the police blotter from its inception up until the information was written in the police blotter book. Finally, the researcher tallied, tabulated, analyzed and interpreted the results.

3.5 Data Analysis

This study utilized different scoring procedures in order to determine the quality of the police blotters with their interpretation. Likewise, to determine global errors, Frequency and Percentage distribution were used to categorize the errors of the Police Blotter extracts. To determine the global errors in terms of morphological and syntactic errors as well as local errors in terms of lexical and mechanical errors, rating scales were employed. Moreover, the T-test was used to determine the significant difference between global errors and local errors.

4. Results and Discussion

This chapter presents the data in tables with their corresponding analysis and interpretation which are organized according to the order of problems.

4.1 Profile of the Global Errors identified in the Police Blotter Extracts
4.1.1 Mophological Errors

Table 1 shows the frequency and percentage of morphological errors in selected police blotters in the City of Dipolog Police Station. There are four types of errors that can possibly be committed in morphology which include an error in tense, subject-verb agreement (verb errors), the voice of the verb and noun ending errors. In this study, there were four cases involved which include murder, robbery, burglary and rape. The police blotters on these cases were analyzed and errors in morphology were identified.

Based on the data gathered, it could be seen that most of the police blotters contain errors in grammar. Most of the error percentages range from 100 percent and above. This means that errors in the use of verb tense or time were very much evident. This implies that tense is not very well observed by police personnel in charge in the blotter section.

Table 1   Frequency and Percentage of Morphological Errors in Police Blotter Extracts in the City of Dipolog

Types of Crime/ Blotter No.	Morphological Errors in Terms of:								
	No. of Sentences	Tenses	%	SVA	%	Voice	%	Noun En–ding	%
Murder									
BL 1	10	9	90	4	40	1	10	2	20
BL 2	8	8	100	0	0	1	12.5	0	0
BL 3	5	5	100	0	0	1	20	0	0
Robbery									
BL 1	2	8	400	2	100	0	0	0	0
BL 2	3	1	33.33	0	0	0	0	0	0
BL 3	3	0	0	0	0	0	0	0	0
Burglary									
BL 1	3	2	66.66	0	0	1	33.33	0	0
BL 2	3	3	100	0	0	1	33.33	0	0
Rape									
BL 1	1	0	0	0	0	1	100	0	0
BL 2	1	2	200	0	0	1	100	0	0

The overall picture would tell that in the police blotters included in this study, more particularly in the police station of Dipolog City, most of the errors found were in the proper observance of the tense of the verb. This situation is true not only in police blotters but also in other technical papers that would call for the proper use of verb tenses. There is a lot of confusion on tenses, especially on irregular verbs where there have to be a lot of changes in the spelling when observing tense/time. This supports the research from Badakhshan (2021) that claimed in grammar, the persistent error was the use of verbs/verb tenses. This conforms to the study of Dizon (1997) cited in research from Cabansag (2013) that the use of the verb forms ranks first as an area in which most of the students failed. It was followed by errors in subject and verb agreement and the use of adjectives and adverbs with

mean computed equal to 1.243 and 0.93 respectively. Errors in pronoun and antecedent agreement only come last with mean-computed equal 0.507.

Table 2   Frequency and Percentage of Morphological Errors in Police Blotter Extracts in the City of Dapitan

Types of Crime/ Blotter No.	Morphological Errors in Terms of:								
	No. of Senten-ces	Tenses	%	SVA	%	Voice	%	Noun En-ding	%
Murder									
BL 1	6	6	100	0	0	1	16.66	0	0
BL 2	3	3	100	0	0	1	33.33	1	33.33
BL 3	12	10	83.33	0	0	0	0	0	0
Robbery									
BL 1	8	9	112.5	1	12.5	3	37.5	0	0
BL 2	2	1	50	0	0	1	50	0	0
BL 3	1	0	0	0	0	0	0	0	0
Burglary									
BL 1	4	0	0	0	0	3	75	0	0
BL 2	3	1	33.33	0	0	1	33.33	3	100
Rape									
BL 1	3	2	67	1	33	0	0.00	0	0.00
BL 2	3	2	67	1	33	0	0.00	0	0.00

Table 2 presented the data on the frequency and percentages of morphological errors in the police blotters of Dapitan City Police Station. As seen in the table, there were less errors in SVA and noun-endings. Only very few sentences out of the 10 police blotters analyzed in this study have errors in these aspects. Voice of the verb could be seen as one of the confusing areas when making a blotter, however, the percentage of errors in relation to the number of sentences in the blotter is quite lesser compared to the errors in tenses of the verb. Moreover, in verb tense, the errors range from 0 percent to over hundred percent. That would substantiate that errors in verb tenses in the sample blotters of Dapitan City were much evident, especially on murder. In relation to this, the study of Alghazo and Alshraideh (2020) investigated the frequent grammatical mistakes made by Arab students who are studying English. Learners' mistakes were seen favorably in writing classes at AL-Hussein Bin Talal University as the greatest sources to pinpoint students' limitations in English writing. In order to determine whether there are any changes in the grammatical errors according to the year of study, the current study set out to examine the grammatical errors of Arab students' English writing at AL-Hussein Bin Talal University. Data from the writing sessions of writing classes given during the 2019 fall semester were gathered to conduct this study. The information was gathered from students ranging in age from freshmen to seniors who were all majoring in English language and literature. During these writing sessions, pupils received a grammar test questionnaire created by the researchers. The results showed that the most common grammatical mistake was with the verb tense, with a mean of 3.75; this was followed by errors in the article, with a mean of 3.62; incorrect word order, with a mean of (3.57); incorrect noun ending, with a mean of (3.40); and least was sentence structure, with a mean of 3.40. (3.39).
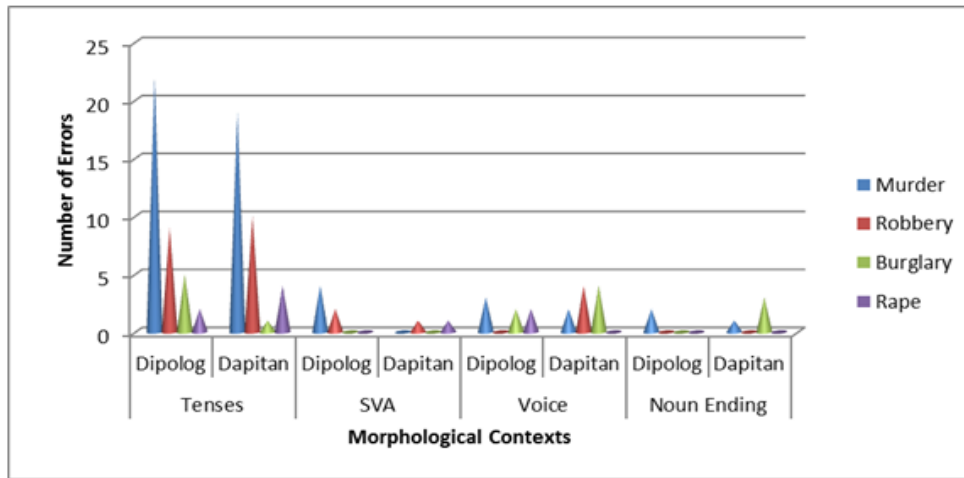
Figure 2 Morphological Errors in Police Blotter Extracts in the Police Stations of the Cities of Dipolog and Dapitan

Figure 2 summarizes the morphological errors found in selected police blotters for both Dapitan and Dipolog City police stations. The graph shows that there were more errors in verb tenses found in the police blotter for murder in the City of Dipolog while a comparable number of errors were found on the police blotter on robbery. The errors in verb tense in the police blotter for burglary were found to be higher in Dipolog City compared to that of the police blotter in Dapitan City. In summary, a comparable number of morphological errors were seen on the police blotter for robbery. In relation to this, the research from Chuang (2005) concluded that making typical ESL errors may stigmatize students and negatively affect the grading of their work. In his study and identified a total of 5232 errors and an examination of all the errors showed that the foundation students' formal errors fell into broad categories. The top ten broad categories were determiners (23.7%), nouns (15.3%), verbs (7.6%), grammatical prepositions (6.9%), lexical misconceptions (5.8%), punctuation (5.1%), sentence parts (4.1%), tenses and aspects (3.8%), modals (3.5%) and lexical-grammatical prepositions and syntactic complementation of a word (3.3%). A further examination showed that the top ten most frequent error features and their frequencies (% out of all errors) were: (1) Missing definite article 10.1% (2) Bare singular count noun for plural 8.8% (3) Redundant definite article 8.5% (4) Misselection of preposition 6.1% (5) Lexical misconception 5.8% (6) Wrong tense and aspect 3.8% (7) S-V non-agreement 2.4% (8) Wrong collocation 2.1% (9) Missing a/a 2.0% (10) Comma splice 2.0%. Hence, as to subject-verb agreement, the voice of the verb and noun ending, the number of errors was nevertheless comparable and are quite a few compared to errors in verb tenses. This could mean that the police officers are more careful about SV agreement, the voice of the verb and noun ending but they show carelessness in determining tenses of the verb when writing a police blotter.

4.1.2 Syntactic Errors

Table 3 Frequency and Percentage of Syntactic Errors in Police Blotter Extracts in the City of Dipolog

Types of Crime/ Blotter	Syntactic Errors in Terms of						
	No. of Sentences	Word Order	%	Frag ment	%	Run– on	%
Murder							
BL 1	10	3	30	1	10	2	20
BL 2	8	2	25	0	0	1	12.5
BL 3	5	3	60	0	0	4	80
Robbery							
BL 1	2	1	50	1	50	2	100
BL 2	3	2	66.66	0	0	1	33.33
BL 3	3	0	10	1	33.33	1	33.33
Burglary							
BL 1	3	1	33.33	0	0	1	33.33
BL 2	3	2	66.66	0	0	1	33.33
Rape							
BL 1	1	0	0	0	0	0	0
BL 2	1	0	0	0	0	0	0

Table 3 are the data on the frequency and percentages of syntactic errors in the selected police blotters in the City of Dipolog. Syntactic errors include errors in word order, sentence fragments and run-on sentences. As shown in the table, out of the 10 police blotters analyzed, there were three blotters with no error in word order. There were fourteen errors spotted for word orders. A few errors were found by the researcher where the sentences were just fragments and there were eleven run-on sentences. This means that police blotter officers have few errors in syntax. Those police officers assigned to the police blotter know how to construct good sentences which can readily be understood. Basically, they can construct simple and understandable sentences. However, they must be cautious in dividing the sentences well with the appropriate punctuations or conjunctions to use in order to avoid run-on sentences.

This study is in contrast to the study of Kato (2006) which resulted in a total number of errors were 1518 (596 in 46 first year essays, 491 in 58 second year essays, and 431 in 44 third year essays). The average number of errors per student was 13.5 for the first year students, 11.2 for the second year students, and 9.8 for the third year students. As a total, syntactic errors dominated the rest at 29%, followed by lexical errors (21%), morphological errors in nouns and mechanical errors (18%), and morphological errors (14%). According to the school year, the most common errors observed in first year essays were lexical errors, which comprised 24% of the total, while syntactic errors comprised most errors in second and third year essays, which amounted to 35.2% and 31.1% respectively.

Table 4 Frequency and Percentage of Syntactic Errors in Police Blotter Extracts in the City of Dapitan

Types of Crime/ Blotter	No. of Sentences	Syntactic Errors in Terms of					
		Word Order	%	Frag ment	%	Run- on	%
Murder							
BL 1	6	1	16.66	0	0	1	16.66
BL 2	3	0	0	0	0	1	33.33
BL 3	12	3	25	1	8.33	2	66.66
Robbery							
BL 1	8	0	0	0	0	0	0
BL 2	2	0	0	0	0	0	0
BL 3	1	0	0	0	0	0	0
Burglary							
BL 1	4	0	0	0	0	0	0
BL 2	3	1	33.33	0	0	1	33.33
Rape							
BL 1	3	0	0.00	0	0.00	0	0.00
BL 2	3	0	0.00	0	0.00	0	0.00

Presented in table 4 are the data on the frequency and percentages of errors committed in terms of grammar syntax in the City of Dapitan. As seen in the table, there were five errors in word order found in the police blotter, more particularly on the blotter that relates to murder. There was only one sentence fragment found and five sentences were found to be incomplete or run-on sentences. These sentences are very common especially when the one writing is not very familiar with identifying the subject and the predicate of the sentence. One simple sentence should contain at least a simple subject and a simple predicate. There can be one word sentence especially when it implies a command but it is still complete. Sentence fragments are incomplete sentences.
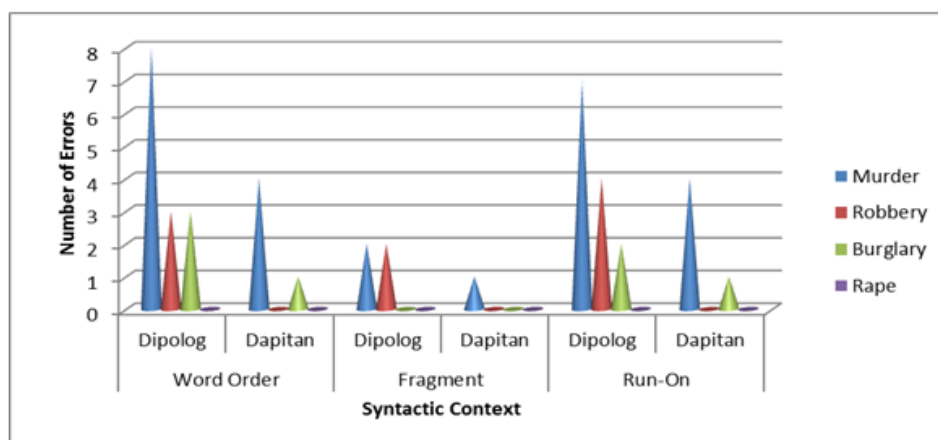

Figure 3 Syntactic Errors in Police Blotter Extracts In the Police Stations of the Cities of Dipolog and Dapitan

Shown in Figure 3 is the summary of errors in syntax as found on the police blotter extracts in the police stations of the cities of Dipolog and Dapitan. Evidently, the police blotter on murder cases contains the most syntactic errors in sentence formulation since most of the errors are on word orders wherein the proper arrangement of words is observed as part of the sentence. Other errors are incompleteness of the sentences and which are called sentence fragments and others are errors in run-on sentences, two sentences are combined without using connectives or appropriate punctuations. A run-on sentence has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smashed together instead of being properly connected. In an article in "Grammar Guide", it was clearly emphasized that it is important to realize that the length of a sentence really has nothing to do with whether a sentence is a run-on or not; a run-on is a structural flaw that can plague even a very short sentence. An extremely long sentence, on the other hand, might be a "run-off-at-the-mouth" sentence, but it can be otherwise sound, structurally. When two independent clauses are connected by only a comma, they constitute a run-on sentence that is called a comma-splice. When you use a comma to connect two independent clauses, it must be accompanied by a little conjunction (and, but, for, nor, yet, or, so) (Research Guides: Grammar Guides - ENG002: Run-On and Sentence Fragments, n.d.). Sample police blotters on murder and on burglary and run-on sentences were spotted. Similar to the errors on run-ons cited in the sample blotters of Dipolog City Police station, there was inaccurate use of punctuation to divide the sentences in order to distinguish between the dependent and independent clauses. There was also an error wherein part of the sentence should no any more need to use the conjunction 'and' and should only be replaced by a comma instead. A comma also must be accompanied by a simple conjunction.

4.2 Profile of the Local Errors identified in the Police Blotter Extracts
4.2.1 Lexical Errors

Table 5   Frequency and Percentage of Lexical Errors in Police Blotter Extracts in the City of Dipolog

Types of Crime/ Blotter	Lexical Errors in Terms of						
	No. of Sentences	Word Choice	%	Preposition	%	Pronoun	%
Murder							
BL 1	10	11	110	4	40	2	20
BL 2	8	4	50	5	62.5	0	0
BL 3	5	8	160	3	60	3	60
Robbery							
BL 1	2	5	250	1	50	0	0
BL 2	3	3	100	2	66.66	0	0
BL 3	3	3	100	3	100	1	33.33
Burglary							
BL 1	3	5	166.66	1	33.33	0	0
BL 2	3	3	100	0	0	0	0
Rape							
BL 1	1	3	300	0	0	0	0
BL 2	1	5	500	0	0	0	0

Table 5 reflects the frequency and percentage of lexical errors found in the police blotters of the City of Dipolog Police Station. It could be seen that errors in word choice ranged from 0.00 percent to 100 percent and above, which means that all sentences contain errors in word choice. This implies that police officers assigned to the blotter section have difficulty in choosing exact words to use when writing the police blotter. Going further, errors in the use of prepositions range from 0.00 percent to 100 percent. This means that there are sentences in the blotter which do not contain errors in terms of prepositions particularly blotters on rape/sexual abuse. As observed, errors in prepositions were common especially with the use of prepositions 'of, on, in, at, for, from'. Finally, as to errors in the use of pronouns, it could be seen on the table that the errors range from 0.00 percent to 60 percent which means that there were sentences which do not contain errors in the use of pronouns however; there are also sentences which contain exactly the number of sentences. The fact that there were sentences with no errors in the use of pronouns could lead to an idea that the police officers have a higher level of knowledge on the use and utilization of pronouns to substitute for the proper or common nouns which can be used as the subject of the sentence. Lexical errors generally were very much evident in the police blotters of the Dipolog City police station. This is corroborated by the study of Kato (2006) which revealed the total number of errors at 1518 (596 in 46 first year essays, 491 in 58 second year essays, and 431 in 44 third year essays). According to

the school year, the most common errors observed in first year essays were lexical errors, which comprised 24% of the total. Among the first years' lexical errors, "word choice" was the most common mistake (93 in total) (2006).

Table 6   Frequency and Percentage of Lexical Errors in Police Blotter Extracts in the City of Dapitan

Types of Crime/ Blotter	Lexical Errors in Terms of						
	No. of Sentences	Word Choice	%	Preposition	%	Pronoun	%
Murder							
BL 1	6	0	0	2	33.33	1	16.66
BL 2	3	0	0	2	66.66	0	0
BL 3	12	4	33.33	6	50	0	10
Robbery							
BL 1	8	1	12.5	3	37.5	0	0
BL 2	2	0	0	0	0	0	0
BL 3	1	0	0	1	100	0	0
Burglary							
BL 1	4	1	25	2	50	1	25
BL 2	3	5	166.66	0	0	0	0
Rape							
BL 1	3	0	0.00	0	0.00	0	0.00
BL 2	3	0	0.00	0	0.00	0	0.00

Shown in Table 6 are the data on the frequency and percentage of lexical errors in the selected police blotters in the Dapitan City Police Station. The data in the table show that the errors in word choice ranged from 0.00 percent to over 100 percent. Similarly in the use of prepositions, the errors almost fall in the same range. Nevertheless, it is quite worth noting that there are fewer errors encountered in the lexicon. Errors in word choice as cited from the sample blotters presented across crimes mentioned for word choice in the police blotter of Dipolog City were also employed in some of the sample blotters in Dapitan City like the use of the words 'color', 'abovementioned', 'situated' and etc. were all discussed on the sample blotters of Dipolog City. Moreover, errors in prepositions and pronouns as presented on the sample police blotters in the City of Dapitan were also the same errors discovered on the sample police blotters in Dipolog City. The discussion of all errors committed for prepositions and pronouns had already been stated in the sample police blotters in Dipolog City.

Looking at the results where a lot of sentences in the blotter do not contain errors is evidence that lexical errors are minimal in the police blotters of Dapitan City. This may mean that word choice, and use of prepositions and pronouns were properly observed by the police officers assigned in the blotter section of the police station. Lexical errors are grammar lapses reflective of word choice, the use of prepositions and the use of proper pronouns to replace a noun in the sentence. Each of these components in the lexicon takes an active role in forming correct sentences which in turn would lead to a proper understanding of a particular situation being emphasized. Improper use of prepositions and pronouns as well as an improper choice of words would lead to a different understanding and may further lead to confusion. Thus, those who are in charge of the police blotter may see to it that proper choice of words, correct use of prepositions and proper use of pronouns be clearly emphasized so as not to confuse the concerned party just in case litigation would take place.

The same findings were revealed in Laforteza's study (1995) cited by Cabansag (2013) when 90 percent of the respondents committed the highest number of errors in verbs followed by the use of prepositions in the written examination administered to them. Further, Al-Hazmi and Scholfield (2007) conducted a study on Saudi University students. They enforced the use of checklists and peer feedback in EFL writing to determine the difficulties of their samples experienced in ESL writing. In their study, Al-Hazmi et al. (2007) found out that basic English language problems as well as discourse organizations, paragraphing and cohesion were the main problems in EFL learners. In addition, students' enforced revision with checklist and peer feedback in EFL writing indicated that the difficulties their samples experienced in ESL writing were basic English language problems as well as discourse organization, paragraphing and cohesion. Salem's (2007) research on student errors lexicon-grammatical continuum, on the other hand, categorized written difficulties made by Hebrew-speaking EFL learner respondents as word dependent, lexical and grammatical.
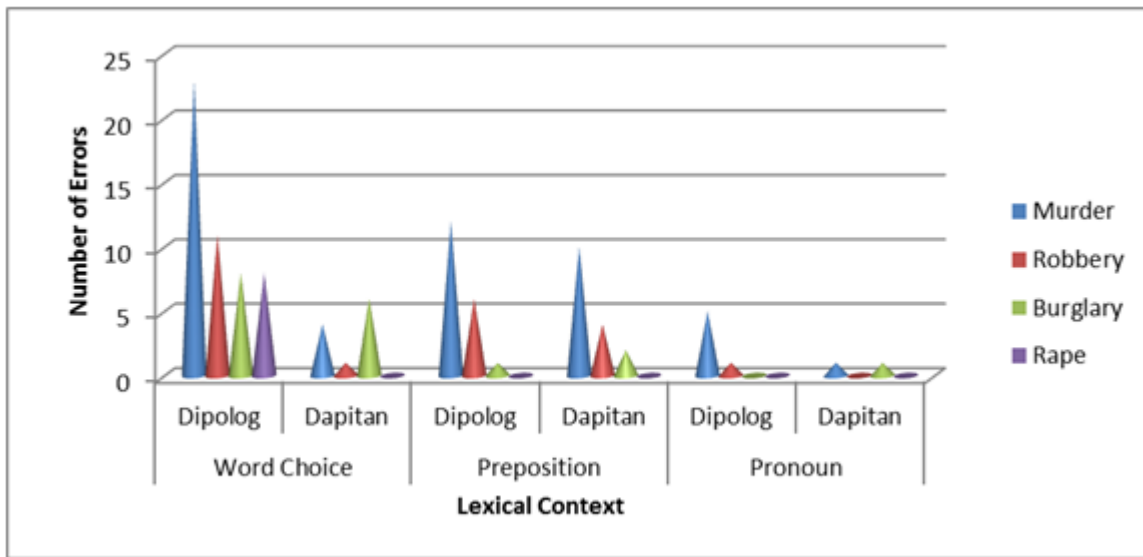
Figure 3 Lexical Errors in Police Blotter Extracts In the Police Stations of the Cities of Dipolog and Dapitan

Figure 3 shows the summary of the lexical errors that were found in the police blotters of the Dapitan and Dipolog City Police Stations. Looking at the results show that the most lexical errors were found in the police blotter on murder cases at Dipolog City Police Station. This was followed by the same type of errors found in the police blotter on burglary in the police station of Dapitan City and still the same type of error could be found in the blotter for murder in Dapitan City. Further, the results would also tell that there were also police blotters without lexical errors.

4.2.2 Mechanical Errors

Table 7 Frequency and Percentage of Mechanical Errors in Police Blotter Extracts in the City of Dipolog

Types of Crime/ Blotter	Mechanical Errors in Terms of						
	No. of Sentences	Spelling	%	Capi-taliza-tion	Rank	Punctuation	%
Murder							
BL 1	6	0	0	192	2nd	6	100
BL 2	3	2	66.66	132	3rd	4	133.33
BL 3	12	3	25	376	1st	6	50
Robbery							
BL 1	8	1	12.5	91	2nd	1	12.5
BL 2	2	1	50	101	1st	3	150
BL 3	1	1	100	78	3rd	2	200
Burglary							
BL 1	4	6	150	140	1st	3	75
BL 2	3	2	66.66	131	2nd	2	66.66
Rape							
BL 1	3	1	33	0	2nd	0	0.00
BL 2	3	0	0.00	1	1st	0	0.00

Presented in Table 7 are the mechanical errors found in the police blotters of the Dipolog City police station. Mechanical errors include spelling, capitalization and the use of proper punctuation. It could be noticed in the table that the percentage range of errors in spelling starts from 0.00 percent to over hundred percent. This could mean that there could be more than one error in one sentence per blotter in the police station. This further means that the police officer assigned to the blotter section cannot determine the correct spelling of a word. Accordingly, humans are constantly learning; all skills and capabilities interact and help develop new functions (McGilvray, 2005).

The common spelling errors flaunted on sample police blotter in Dipolog City across crimes were the following:

X: ICOW   √: In connection with
X: OOA   √: on or around
X: TEMP.   √: temporary
X: RES.   √: resident
X: YO   √: years old
X: SEC   √: secretary
X: EIGHT PESOS (80.00)   √: eighty pesos
X: LOC   √: located
X: STORY BUILDING   √: storey-building

As observed, it was evident on the sample blotters that some words were not properly written and some were abbreviated. Evidently, this is not permissible in technical communication. The abbreviated words used also were incorrect and did not follow the proper rules for abbreviation. The dominant error committed for punctuation was the use of a comma (,). The use of period (.), apostrophe ('), semicolon (;), colon (:) and dash (-) should be reviewed by the police blotter officers to properly emphasize something.

Subsequently, more errors were committed on capitalization due to the fact that almost all sample blotters used capital letters for all words. The rules for capitalization were not observed accurately. For that, police blotter officers must review or revisit capitalization so that they will be reminded that not all the letters on each word should be capitalized. There are certain words, abbreviations, and initialisms that need to be capitalized but capitalizing all the letters is not advisable in writing a police report. As revealed in the study of Laforteza (1995), in mechanics, persistent errors in capitalization have been committed along mechanics by the respondents. It is followed by errors in capitalization and spelling with mean computed equal to 2.314, 2.029 and 1.021 respectively. The finding implies that the students have difficulty using the rules on capitalization. Cabansag (2013) mentioned that Samson (1998), found out in his study that capitalization is one of the common errors committed by students in their compositions that not all of the respondents committed errors in structure particularly in finding the main idea, supporting detail sentences and elaborating detail sentences.

Table 8 Frequency and Percentage of Mechanical Errors in Police Blotter Extracts in the City of Dapitan

Types of Crime/ Blotter	Mechanical Errors in Terms of						
	No. of Sentences	Spelling	%	Capi-taliza-tion	Rank	Punc-tua-tion	%
Murder							
BL 1	10	0	0	192	2nd	6	100
BL 2	8	2	25	132	3rd	4	133.33
BL 3	5	3	60	376	1st	6	50
Robbery							
BL 1	2	1	50	91	2nd	1	12.5
BL 2	3	2	66.66	101	1st	3	150
BL 3	3	1	33.33	78	3rd	2	200
Burglary							
BL 1	3	4	133.33	140	1st	3	75
BL 2	3	2	66.66	131	2nd	2	66.66
Rape							
BL 1	1	1	100	0	2nd	0	0.00
BL 2	1	0	0	1	1st	0	0.00

In the same vein, table 8 shows the percentage of errors in spelling in the police blotters of the City of Dapitan. It revealed that the range of errors in spelling is from 0.00 percent to 33.33 percent. This means that the percentage of errors in the police blotters of this city is quite lower than that of the other city police stations. This could mean that there are police officers who do better in grammar than others. On the other hand, as to capitalization, it could be seen that many errors were committed by the police blotter officer in both the police stations of Dapitan and Dipolog. The frequency and percentage of errors reflect that it might have happened that all the letters in the sentences in the police blotters were capitalized, as most males do even in college. This means that capitalization was not observed most of the time by the police officers assigned in the blotter section. They went beyond the rule of grammar that only the first letter of the first word of the sentence should be capitalized and only the first letter of a proper noun within the sentence should be capitalized. If this rule is not observed, then, so many errors were committed by the police officers in the blotter section of the two cities. Finally, looking at the errors in punctuation would tell that the errors range from

0.00 to over 100 percent of the total number of sentences in a blotter. This means that there are police blotters without errors in punctuation but there are also blotters that do not have the correct punctuation.

Punctuation marks are not just simple symbols. Oldham (2016) states that the purpose of punctuation is to clarify the meanings of texts by linking or separating words, phrases, or clauses. Punctuation allows one to clarify the meaning of words when voice or "body language" cues are removed. Punctuation tells the reader how to make sense of words alone. Poorly or wrongly used punctuation contributes to awkward writing and confusion. Of the five skills in English, writing is considered to be the most complex and difficult to master. Cabansag (2013) reasoned that "writing does not only lie in general in organizing ideas but also in translating these ideas into readable texts". With this concern, error-making is a natural phenomenon towards learning.
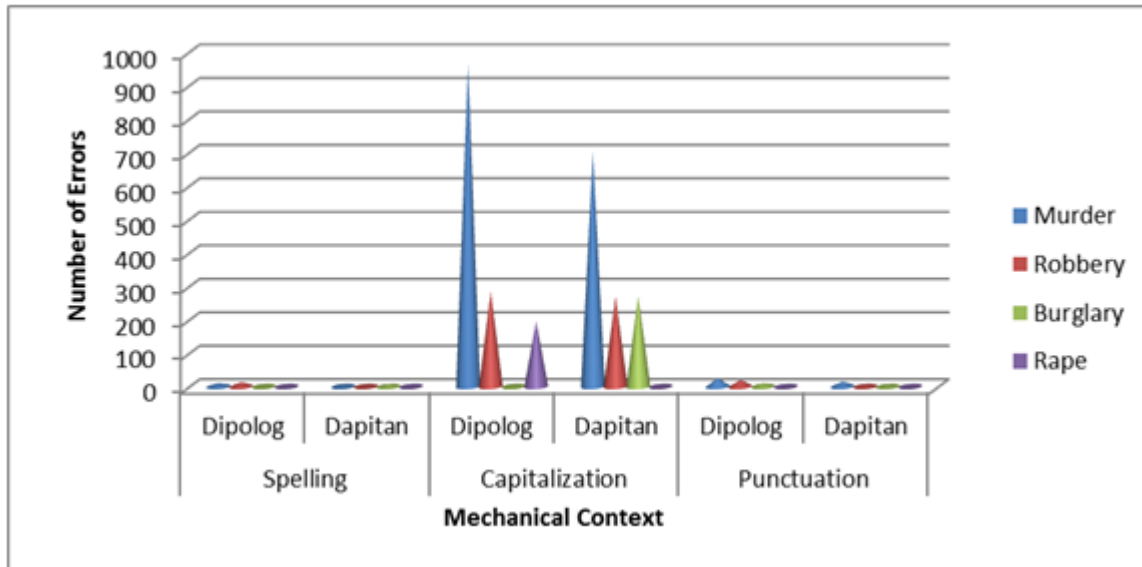
Figure 4 Mechanical Errors in Police Blotter Extracts In the Police Stations of the Cities of Dipolog and Dapitan

Shown in figure 4 is the summary of the number of mechanical errors found in the police blotters of the police stations in the cities of Dipolog and Dapitan. It could be seen that fewer errors were found in spelling and punctuation but a number of errors could be seen in terms of capitalization. The spelling errors displayed on sample police blotters across crimes in Dipolog City were the same common errors committed in Dapitan City except for the incorrect spelling cited like the words 'grey' which should be 'gray', 'Pilipino' for 'Filipino' which means nationality, and 'NR.' for 'number'. Punctuations like commas, periods, apostrophes, dash, colons, and semicolons were also missed to be employed by the statements and somehow used improperly. Hence, errors in capitalization also were dominant in mechanics as almost all words in the sample blotters were capitalized which was incorrect. The graph shows that the police officers assigned in the blotter section did not observe proper capitalization of words in the police blotter. They did not observe the rule that only the first letter of the first word in the sentence should be capitalized. Aside from that, what should be capitalized are proper nouns which may be names of persons, places, events or happenings that need to be emphasized according to the degree of their importance in the sentence. This could lead to the idea that the police officers did not observe proper rules in writing a sentence. They may be used to the idea of writing all capital letters in a sentence while they were still in school and have brought such practice when they were already in their work.

Moreover, based on observations, police blotter officers are observed to commit errors towards grammar and mechanics because they actively generalize their own linguistic system. During the trial and error process, the child is exposed to one language only and can make his hypotheses about the rule structure on the basis of that language and whatever notions of language he may have. When the learner is faced with the task of acquiring a second language, he also has to attempt to establish the rules of the language and this will lead to errors in performance. These errors hold various classifications written by Pit Corder, the "Father of Error Analysis (1981), in the book "Error and Interlanguage'' stated that various classifications of these error systems have been developed by error analysis researchers, three of which can be helpful as follows: First is Pre-systematic --- errors occur before the language the learner has noticed has realized a system for classifying items being learned; the learner can neither correct nor explain this type of error. Second is Systematic --- errors occur after the learner has noticed a system and error consistently occurs; learners can explain but not correct the error and the third is Post-systematic --- errors occur when the learner is consistent in his or her recognition of systems; can explain and correct the error. The second classification also relies on three major groups: The first group is interference errors; the next is intralingual errors; the last is development errors. Interference errors are caused by the influence of the native language, in presumably those areas where the languages differ markedly. Intralingual errors originate with

the structure of TL itself. The complexity of the language encourages over-generalization, incomplete application rules, and failure to learn conditions for rule application. Development errors reflect the student's attempt to make hypotheses about the language --- often independently from the native language. Corder (1981), the following steps are distinguished in conducting EA: "collection of a sample of learner language; Identification of errors; description of errors; explanation of errors; and error evaluation".

4.3 Significant difference on the global errors in police blotter extracts when analyzed by police stations
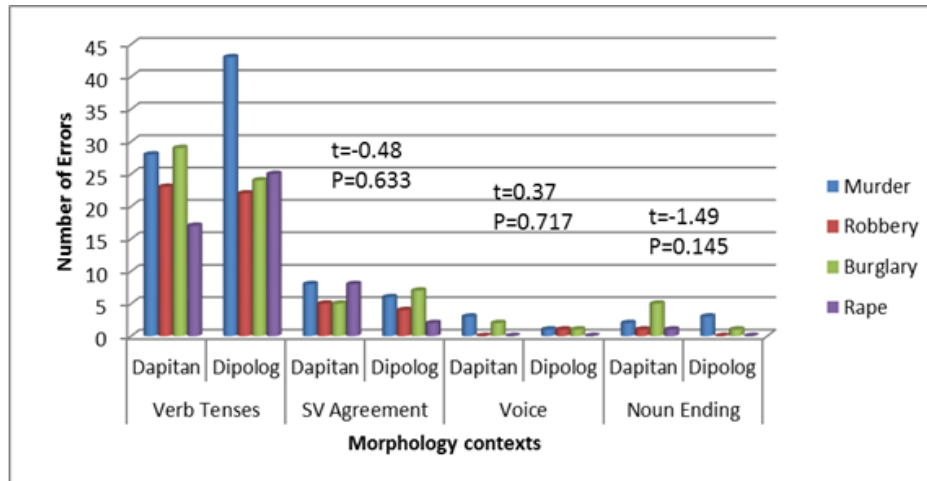
Figure 5 Test of Difference on Errors between the Two Police Stations as to   Morphological Errors

4.3.1 Morphological
Looking at the graph in Figure 5 the computed t-values. It is said that there is no significant difference in the morphological errors found in the police blotters from the police stations of Dipolog and Dapitan City. This means that the errors in verb tenses, subject-verb agreement, voices and noun-ending committed in one police station blotter are similar to that of the other. This claim is supported by the probability acceptance coefficient (P-values) that do not equal 0.00. This further means that there is a high probability of acceptance of the null hypothesis. It is then safe to say that there is no significant difference in the morphological errors in the policy blotters of the two cities. This could mean further that those assigned to the police blotter section commit a similar number of mistakes when writing the police blotter. They encounter mistakes or errors in verb tenses, voice, noun-ending and subject-verb agreement.
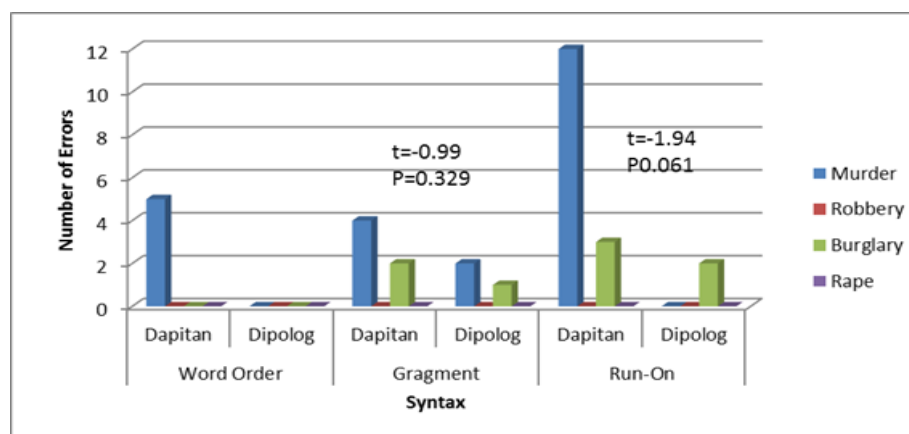

Figure 6 Test of Difference on Errors between the Two Police Stations as to   Syntactic Errors

4.3.2 Syntactical
The above figure shows the result of the test of the difference between the two-cities' police blotters reflective of word order, fragment and run-on sentences. The computed t-values show non-significant differences in the errors found in the police blotters as to word order, fragments and run-on sentences. This was proven by the values of 1.72, 0.99 and 1.94 whose probability of acceptance coefficient is above 0.00 percent. This showed a high level of acceptance of the null hypothesis. Based on the results,

it is then safe to say that there is no significant difference in the errors found in the police blotters between the two-police stations in the two cities. This means that the errors in syntax committed in one police blotter are expectedly found in another police blotter. Syntax shows how the words are arranged in the sentence to give a complete meaning. It is very important that words are properly placed in the sentence to give proper meaning.

4.4 Significant difference in the local errors in police blotter extracts when analyzed by police stations
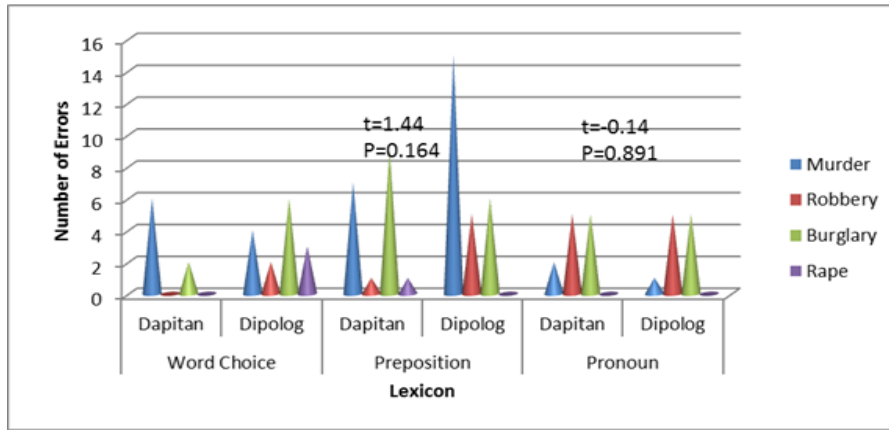
Figure 7 Test of Difference on Errors between the Two Police Stations as to Lexical Errors

4.4.1 Lexical

Figure 7 shows the test of difference on the errors found in the police blotters of Dapitan and Dipolog City in terms of lexicon, including word choice, preposition and pronoun. Lexicon is the totality of the meaning of words as arranged in the sentence and therefore there should be proper choice of words, proper use of the prepositions and the proper noun to their pronoun equivalent. The result showed that there were no significant differences in the errors found in the police blotters in the two cities in terms of word choice, use of prepositions and pronouns. This was proven by the values of 1.71, 1.44 and 0.14 with a probability of acceptance (P) values that are more than 0.00 which showed a high level of acceptability of the null hypothesis. This shows that the hypothesis is not rejected. There is no significant difference in the errors in the lexicon in the police blotters between the two police stations. This means that lexical errors can be found in the police blotters for both police stations. This implies that lexical errors are very common errors which can be committed by the police officers assigned to the police blotter and there are instances wherein the sentences in the police blotters do not contain in the lexicon.
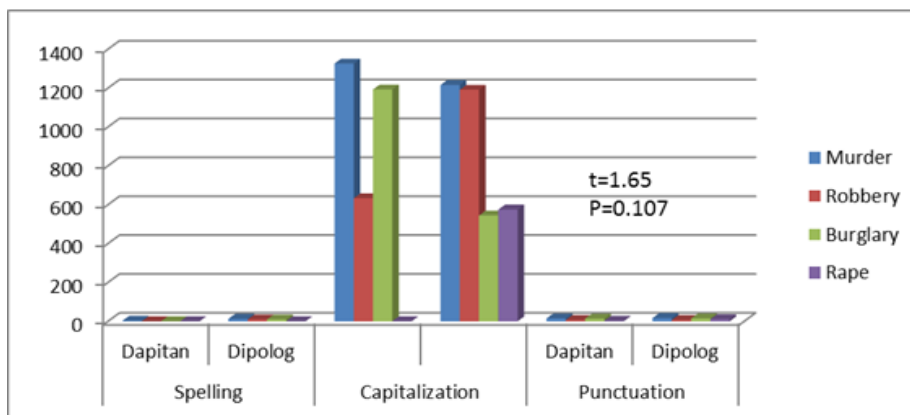

Figure 8 Test of Difference on Errors between the Two Police Stations as to Mechanical Errors

4.4.2 Mechanical

Figure 8 shows the test of difference in the mechanical errors found in the police blotters of the two cities. Mechanical errors include spelling, capitalization, and the use of proper punctuation. The above figure showed the t-values of 1.40, 0.58 and 1.65 and the p-values of 0.222, 0.565 and 0.107 which proved the claim that there is no significant difference in the errors found in the police blotters of the police stations in these two cities. As further shown, there are fewer errors in spelling and punctuation for

both police stations, however, both police stations also were found to have a higher number of errors in terms of capitalization. Looking at the flow of the graphical presentation of the errors, it could be seen that the two cities do not lie far apart from each other, thus, the result showed no significant differences.

The findings of the present investigation are supported by Jean Reynolds, Ph. D, author of Criminal Justice Report Writing who cited the 10 common mistakes in police reports. In the article from Reynolds, these common errors were the following: (1.) placing commas and periods outside the quotation marks; (2.) using jargon instead of English words; (3.) writing in a passive voice; (4.) misusing capital letters; (5.) misspelling common words; (6.) ending a sentence with a comma, instead of a period; (7.) omitting the results of an investigation; (8.) writing unnecessary words; (9.) writing vague generalizations instead of facts; (10.) making assumptions. Using the proper grammar and mechanics in writing can greatly ensure that reports meet the highest standard for criminal justice writing and, at the same time professional growth (n.d.-b).

5. Conclusion

The findings of this study showed that written feedbacks are evident on police blotters in the police stations of Dipolog City and Dapitan City, Zamboanga del Norte, Philippines. For global errors identified in the police blotter extracts in both police stations, morphological errors were obviously observed particularly in verb tenses. Syntactic errors were less in fragments but most apparent in run-on sentences and word orders. Moreover, the most frequent local errors in both police stations were merely spotted in word choice and the appropriate use of pronouns and prepositions; and the most common mechanical errors across crimes at both police stations were on capitalization.

These manifestations will contribute to the awareness of the Chief of Police/Administrative officer of the need to address the writing deficiency of the police blotter officers and somehow advance their officers' abilities in the conventions of standard writing to improve their writing skills. Likewise, this study will benefit the students and police interns to follow the standard and mechanics of writing as they grow and develop in their chosen field. This study merely unfolds the profile of the police stations in Dipolog City and Dapitan City in terms of global and local errors, and its implications will help realize that there are issues with how police blotters are written that need to be dealt with further.

In light of the study's findings, the following recommendations are made:

1. Police officers assigned in the blotter section shall be sent to seminars or training in technical writing to improve their written reports.
2. Higher education institutions conduct extension services to the police stations such as tutorials, mentoring, and coaching to help the police officers improve their grammar skills and come up with a correct police blotter.
3. Apply the standard rules in writing particularly the conventions for capitalization to afford mastery of writing skills and be able to generate accurate police blotters.
4. To future researchers, replication of the study is required to develop a monograph or any other intervention that could enhance the writing skills of both existing and upcoming police officers who will make the police blotter reports, likewise results also need to be validated. This may also serve as the foundation for subsequent study inquiries in order to compare outcomes and assess their generalizability.

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