



Lexicographical Study on the Verbal Aspect of the Matigsalug Language

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ABSTRACT

It cannot be denied that the Philippines is rich in language and culture. One of them is the Matigsalug language. This study focuses on the lexicography of the Matigsalug language focusing on the verb aspect. The main participants of this study are five selected Matigsalug who have skills and sufficient knowledge in speaking and writing the Filipino and Matigsalug languages. The instrument used in the research done is the translation of the list or table of words written in the Filipino language that are in the verb aspect. In this study, the researcher used a qualitative design and the ethnographic method of study that represents a broad research method and design to develop a dictionary. For a more extensive and meaningful interpretation and study of the data, the researcher used Descriptive Linguistics Analysis or descriptive language analysis. Based on the results of the study, it was proven that many verbs are used by the Matigsalug. There are additions to the perfective, imperfective and contemplative aspects, exchange of graphemes, use of hyphens, and writing and pronunciation methods in the Matigsalug lexicography. The implication of this study will help develop teachers' understanding and guidance to Matigsalug students.

INTRODUCTION

It cannot be denied that the Philippines is rich in language and culture. One of them is the Matigsalug language. However, over time, indigenous languages are gradually being forgotten and neglected. The population of indigenous language speakers is shrinking like elsewhere in the world (Zorc, n.d.). In addition, it is important to study the native language since it is what people use on a daily basis (Alvarado & Bacalla, 2018). The Philippines has 186 languages, 34 are problematic, 11 are dying, and two (2) are no longer there (Eberhard *et al.*, 2018). Language also serves as an individual's identity. Language also serves as an individual's identity.

In addition, teaching and learning a foreign language is difficult without adequate knowledge of one's mother tongue or first language. Teaching and learning a second or third language can be rooted not only in mastery of the native language, but in the ability to identify, recognize and use common elements and structures of a language. Language is an important vehicle for gathering information and learning will be accelerated and effective if the medium of instruction is a language that students understand (Amparo, 2020).

With the launch of the K to 12 program in Philippine schools in the year 2012, the use of the first language or Mother Tongue-Based Multilingual Education in the Philippines is a response to the thirst of students towards the acquisition of immediate understanding in a lesson (Bacalla, 2019). In addition to Amparo's study (2020), Mother Tongue-Based Multilingual Education is student-centered, that the teaching content must also be in the student's context.

However, it is a big challenge for teachers how to convey the wisdom that young people deserve if they themselves

do not have sufficient knowledge of the languages or languages of the students they are teaching. It is important that teachers have knowledge of the language of a society. The dictionary or lexicography of a language is important in this situation. Because according to Rustamovna (2020), the dictionary or lexicography has an important part in an individual's life. It is a group of words that exist in a particular language, regional or social dialect, words, information about their origin, meaning, spelling, pronunciation and translation into another language.

In language and grammar, the purpose of teaching is usually to explain the nature of different parts of the language and the rules for its use. In language and communication, the common goal of teaching is to explain the effective use of language for communicating with other people, both verbally and in writing. One of the challenges for teachers is the knowledge of the native language they teach (Zafra 2).

In the proposal of Mother Tongue Based (MTB) teaching especially in elementary school, it cannot be denied that teachers have difficulties in teaching especially to students who have a first language if the teachers themselves do not have the slightest knowledge of the language of their students. There is no study devoted to the lexicography of the Matigsalug that focuses on the verb. For this reason, it is appropriate to study the lexicography of the Matigsalug language that focuses on the verb to guide teachers in their delivery of knowledge and lessons to students.

This study focuses on the lexicography of the Matigsalug language focusing on the verb aspect specifically for the following purposes

- 1) Identify the Matigsalug verbs used within the school.
- 2) Analyze the aspects of Matigsalug verbs used in the academic setting

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3) Develop a dictionary or lexicography that focuses on the verb aspect in the academic setting.

LITERATURE REVIEW

Many researchers aim to find out the lexicography of languages in different countries. The lexicography of a language is important because lexicography according to Franz Josef Hausman mentioned in Margalitadze's study (2018), is a scientific practice that aims to have a language dictionary. He added that lexicography as an academic discipline promotes the study of words and language. This is agreed with the study of Rogström (2020), who says that the dictionary is similar to modern lexicography. In his definition, the dictionary plays an important role in the language planning process because it provides a systematic framework for the description and codification of vocabulary and it is often used as a linguistic standard for orthography and morphology.

Lexicography can be compared to a dictionary as evidenced in Kipfer's book (2022), that the term lexicography is used in two different senses, first, it refers to the collection of dictionaries and second, it refers to the study of dictionaries (1). First, the skills and principles of making a dictionary, editing or compiling a dictionary, second, the professional activity and academic field concerned with dictionaries and other reference works, the latter also called metalexicography (399). In addition, the knowledge of lexicography not only in the Matigsalug language but also globally will help individuals to determine the importance of the indigenous language. According to Esconde (2023) lexicography is the scientific study of the lexicon of a language, including its historical evolution and current use.

It helps if the teacher has knowledge of his student's first language. According to Rustamovna (2020), language has an important role to play in the development of humanity and the word is a product of language, which is a reflection of thought. Agreed with Hartmann's lexicography concepts in 2001, that the development of the glossary was guided by those who believe that lexicography is a pedagogical activity. Concha (2020) views lexicography and lexicographical reference as important teaching tools. Furthermore, the dictionary is both a documentation of language use and a study guide that can transmit and preserve the language to future generations. Reasons why students begin learning with the language they know, educators focus solely on developing cognitive skills and academic understanding from scratch (Sadural, n.d.).

This research is based on Basic Linguistic Theory, by Sverredal (2018), as discussed and described by Robert Dixon in his work Basic Linguistic Theory 2010, a basic requirement in Basic Linguistic Theory is that it should be considered a natural science. This means that human languages are a whole complex system that requires detailed observation and examination to generate theories and hypotheses about languages and their relationship to each other. This research is also based on Piotrowski who said that the theory in lexicography has three parts,

first the abstract information structure of dictionaries or syntax, second is the content entered into the structure or semantics and third is the target group that uses it or pragmatics.

In addition, it is also based on the theory of Lexical-Functional Grammar or Lexical-Functional Syntax which for linguists is that the grammar model provides a framework for analyzing morphological structure and syntactic structure. A change within the word or grammar affects the overall meaning of the word which may give different information if it is not analyzed carefully. Lexical Functional Grammar (LFG) is a declarative, framework on the constraints of analyzing different parts of grammar, including, essential, and syntax (Dalrymple & Findlay, 2019).

The theory of lexicography was confirmed in Masorong's study (2021) which says that the language of each country is considered to have common and similar characteristics. This can be attributed to many reasons, but the truth is, language is important in keeping a community and nation alive. The vitality of a language maintains the identity of a particular community. Language cannot survive without culture and culture cannot survive without language. He added that the similarity of other languages can be attributed to various factors in tracking the relationship of the language, changing the environment, the sound of the word, and the arbitrariness of the language. All this indicates that the word or lexicon is related to establish the relationship between two or more languages.

MATERIALS AND METHODS

Study Participant

The main participants of this study are five (5) selected Matigsalug who have skills and sufficient knowledge in speaking and writing the Filipino and Matigsalug languages between the ages of thirty (30) to fifty (50) years old. It was mentioned in the study by Saunders Townsend (12) that between four (4) to twelve (12) participants for a homogeneous group or from the same type or clan can be involved in a qualitative study. There will be one translator of the words in the verb aspect and four validators of the translated words. Only participants with adequate knowledge of the Matigsalug language and ability to translate and understand words will be accepted. The researcher will not recruit study participants or even pure Matigsalug if he is not a professional or has completed studies and does not have sufficient knowledge of translating words. The selected participant may withdraw if he is not professional, not pure Matigsalug and does not have sufficient knowledge of translating the Filipino language from Matigsalug.

Research Locale

This study was conducted in Marilog District, Davao City, Davao Del Sur Province. Marilog District has areas and schools with Matigsalug students. The research was carried out here because District of Marilog has pure

Matigsalug residents who have graduated from college or have completed college and who are skilled and proficient in speaking the Filipino language and the Matigsalug language. Also in the areas of Marilog, there are many speakers of the said language who can help to grow and improve the research conducted. Pure Matigsalug and professionals will be the participants of the study and Matigsalug who have not graduated from college will not be included. In this research, the selected participants can also withdraw or not continue if they wish.

Research Instrument

The instrument used in the research is the translation list or table of words written in the Filipino language that are in the verb aspect. It was reviewed by six examiners with sufficient knowledge of the Filipino language and given a pass mark. The verbal aspects written were translated into Matigsalug language by the first participant of the study. The suitability of the translation was checked and validated by four participants.

Design and Methods

In this study, the researcher used the qualitative design and the ethnographic method of study that represents a broad research method and design to produce a dictionary or lexicography of the Matigsalug language in the verb aspect. In conducting the study, the researcher observed classes to determine the verbs used by school teachers and students. The researcher recorded the verbs used by the school teacher in a field note.

In carrying out the objectives of the study, the researcher will consider the steps ethical considerations in the study. The researcher made a list of words in the verb aspect written in the Filipino language and it was translated by one of the participants of the study into the Matigsalug language. After translation, the appropriateness and accuracy of the translation of the Matigsalug language words was checked by the four participants. The translation can be written or spoken by the translator depending on his preference.

If written, use writing tools that are ready for the participants of the study and if spoken, the researcher used a recorder and wrote it down before validating it with the four reviewers who were participants. After the words have been translated and analyzed, the researcher is the one to analyze and define the rules and make a lexicography of the Matigsalug language also with the guidance of those who have a natural knowledge of the language. In addition, the researcher may ask the participants for help in analyzing the data to obtain the certainty and accuracy of the interpretations and results of the study.

For a more extensive and meaningful interpretation and study of the data, the researcher used Descriptive Linguistics Analysis or descriptive language analysis. Descriptive Linguistics or Descriptive Linguistics is concerned with the study of language structures by analyzing forms, structures, and processes at all levels of

language such as phonology, morphology, syntax, lexicon, semantics and pragmatics (Nosirova & Akramova, 2022). They added, the descriptive linguistic analysis is based on the collected data in the research area. It used ethnographic and linguistic methods. In addition to analyzing the data, tables were also used on the words in the verb aspect that were translated into the Matigsalug language before giving them meanings to create a lexicography. In relation to the previous statement, the researcher followed the process that should be done in the analysis of the data.

Furthermore, the researcher can give anything that makes the participants happy as a thank you for their participation in the research. However, this will not be disclosed by the researcher so as not to affect the voluntary participation of the participant. Thus, giving written consent to participants will be conducted prior to formal research. According to Josephson and Smale (2021), the ethical conduct of research requires the informed consent and voluntary participation of research participants. The researcher will remind research participants about their rights as study participants. Of these rights, the most important is the voluntary participation of research participants and they can withdraw at any time if the participant does not wish to continue providing information or answering the table of words.

In this research, the participants are not forced and have the freedom to decide whether they will continue to participate in the study as the main informant in the research. Requesting permission from the NCIP or National Commission on Indigenous People for participating Matigsalug was included. Notice will be given to the translator on the procedure and what the purpose of the study is as well as on the speakers and validators of the words. Finally, UMERC will be conducted prior to data collection. The certificate is required before taking data for the study.

RESULTS AND DISCUSSION

This chapter focuses on the results and discussion about the lexicographic study of the verb aspect of the Matigsalug language. Each analysis result is presented through a descriptive analysis of the lexicography of the Matigsalug language. The categorization and themes that emerged are presented through a table described in the qualitative method and descriptive analysis.

For the first purpose of this research to determine the adverbs used in the school, the researcher used field notes to list the words that are often used or acted by the students which are presented through the table. In the second objective of this study to analyze the verbs listed, create a theme to analyze the method of the words in the verb aspect. For the third purpose, the researcher translated the verb to the participant of the study and it was validated by four participants who have proficiency in the Matigsalug language.

According to Bonifacio (2022), language assimilation is another development in Philippine languages. One of the important effects of language assimilation is

the certain death of a particular language, especially when the younger generation uses a different language compared to the language spoken by their parents. This is what the parents of Matigsalug youths and other

tribals have testified, saying that the language around them has been influenced and that there are many young people who do not use the Matigsalug language in their speech.

Table 1: Analysis of Matigsalug Language Method in Verb Aspect

Procedure	Analysis	Example
Writing	Vowel: a, e, i, u	agbay, elit, issues, uma,
	Consonant: b, d, g, h, k, l, m, n, p, r, s, t, w, y	bukus, daru, gey-am, hid-u, kene, luwit, himu, naas-naas, pamaneyik, barut sinapang, timun, weil, leuy
Pronunciation	The written letter e in words is pronounced in the manner of the letter o in Filipino alphabet	pamaneyik: pa.ma.no.yik hipanew: hi.pa.now sendad: son.dad harek: ha.rok
	The letter h is not pronounced when in in the aspect of verb	mighipanew: mig.gi.pa.now eghipanew: og.gi.pa.now migharek: mig.ga.rok egharek: og.ga.rok mighemut: mig.go.mut mig-ehet mig. o.wot mig-ulahing mig.u.la.ying eg-alihen: og.a.li.won egkahisen: og.ka.yi.son egliharen: og.li.ya.ron
	Pronounced with a vowel sound w in the middle of two adjacent vowels	eglekeen: og.lo.ko.won egkalien: og.ka.li.won eg-iskuylaen: og.is.kuy.la.won eg-upiyaen: og.u.pi.ya.won egbeligyeen: og.bo.lig.yo.won

Table 1 shows the result of the analysis of the written and spoken method of Matigsalug languages.

Written Method

Under the written method, it can be seen that there are letters that are used and not used by the Matigsalug from the current alphabet used by Filipinos. The vowels used are only four (4) and these are the letters a, e, i and u such as the words agbay, elit, issues, and uma. It will be noted that the vowel o is not used in written words. The consonants that are used only consist of fourteen (14) letters and these are b, d, g, h, k, l, m, n, p, r, s, t, w, and y. also not using the consonants c, f, j, q, v, x, and z such as the words bukus, daru, gey-am, hid-u, kene, luwit, himu, naas-naas, pamaneyik, barut, sinapang, timun, weil, and leuy.

Pronunciation Method

In the pronunciation method, based on the results of the researcher’s pronunciation to the five participants, the vowel e is pronounced in each word with the sound of letter o. For example are the words pamaneyik that are pronounced in Matigsalug ng pamanoyik, hipanew pronounced hipanow, sendad pronounced sondad, harek pronounced harok, and mighemut pronounced miggomut.

Additionally, in pronunciation, the sound of the letter h is not pronounced in the aspects of the verb. For example, the word mighipanew is pronounced or read miggipanow, eghipanew is pronounced or read oggipanow, migharek is pronounced or read in miggarak, and egharek is pronounced or read in ogarak, mig-ehet pronounced or read by mig-owot, mig-ulahing spoken or read by mig-ulaying, eg-alihen spoken or read by og-aliwon, egkahisen pronounced or read by ogkayison, egliharen pronounced or read by ogliaron. It will be noticed that the letter h is not read or pronounced in the words. Rather, it is pronounced by taking the sound of the two letters adjacent to the letter h.

And finally, the contemplative words that have two vowels next to each other in the last two syllables of the word, are read with the accompanying sound of the vowel w between the two adjacent vowels. For example, the words eglekeen is read or pronounced by oglokowon, egkalien is read or pronounced by ogkaliwon, eg-iskuylaen is read or pronounced by og-iskuylawon, eg-upiyaen is read or pronounced by og-upiyawon, egbeligyeen is read or pronounced of ogboligyowon. This means that the sound of two vowels is pronounced or read together.

The result of the study about the pronunciation and writing method of the Matigsalug language was

supported in the study by Wang *et al.* (2006) that the Matigsalug alphabet consists of eighteen letters (18) with fourteen (14) consonants and four (4) vowels. Which is confirmed in mentioning the study of Wang in Bonifacio (2022) research that the matter of language change and borrowing, the Matigsalug language borrowed some alphabets that are not in their language such as c, f, j, q, v, x, and z, especially when borrowing words from English and Filipino. Also, the result of this study can be compared to the research of Esconde (2023) that the Maranao language has the same type of letter stress

used in many other languages. In addition to his study, instead of establishing word stress, intonation is used to emphasize words.

Therefore, different languages in the Philippines have different language methods or phonology, similar to the results of Jubilado's study (n.d.) about the phonology of the Tausug language which states that the Tausug language has 22 phonemes, 19 which is consonant and only 3 vowels. He added that some languages in the Philippines have been extensively investigated in terms of their phonological systems.

Table 2: Analysis of Verbal Aspects of the Matigsalug Language

Verb Aspect	Suffix	Analysis	Example
Perfect or Past Tense	(Matigsalug)	Mig is attached to the root word in the perfective aspect and is used as a prefix	migbasa, migdaru, mighipanew, migkeen, migluwit, mignaas-naas, migpamaneyik,
	mig	Mig (-) is attached to the root word in the perfective aspect when the root word begins with a vowel	mig-apul, mig-epad, mig-iskuyla, mig-ulahing, migmet-met, mig tuk-tuk,
Imperfective or present tense	mig-	Eg is attached to the root word in the imperfective aspect and is used as a prefix	egbalabag, egdaru, egginggalen, egkeyid-u, egliwan, egmetmet, egnaas-naas,
	eg	Eg (-) is attached to the root word in the imperfective aspect when the root word begins with vowels	eg-agbay, eg-epad, eg-iskuyla, eg-untud, egmet-met, egtuk-tuk, eg-sup-sup
Contemplative or Future Tense	eg-	Eg is attached to the root word in the contemplative aspect and is used as a prefix	egbukusen, egdaruen, eghipanewen, egluwiten, egmetmeten, egneng-nengen, egpamaneyiken,
	eg	Eg (-) is attached to the root in the contemplative aspect when the root begins with vowels	eg-agbayen, eg-eparen, eg-iskuylaen, eg-ulien, egmet-meten, egtuk-
	en	En is attached to the last syllable of the root word and is used as a suffix	egbukusen, egdaruen, eghipanewen, egluwiten, egmetmeten, egneng-nengen, egpamaneyiken,

Table 2 shows the result of the analysis of the verb aspects of the Matigsalug language.

Past or Perfect Aspect

An analysis of the lexicography of Matigsalug revealed the way of using suffixes in verbs. Seen in the result in the words in the perfect form that use mig and mig (-) as prefixes that are attached to the front of the root words as a sign that it is in the perfect or past tense. Mig is attached to the root word beginning with the consonants b, d, g, h, k, l, m, n, p, r, s, t, w, and y. For example, migbasa, migdaru, mighipanew, migkeen, migluwit, mignaas-naas, migpamaneyik, migseilang, migtimun, and migweil. Mig- is attached to the root word in the perfective aspect when the root word begins with a vowel. For example, mig-apul, mig-epad, mig-iskuyla, and mig-ulahing. A hyphen is also used when the root word or the syllable is repeated in its entirety. Examples are, migmet-met, migtuk-tuk, and migsup-sup. Here are example sentences with words in the perfective aspect. Like migbasa a te libro or I read a book

in Filipino. Migdaru a gabi in Matigsalug that in Filipino I plowed yesterday. Migkeen a te kasile in Matigsalug which has the Filipino equivalent of I ate sweet potato

Present Aspect or Imperfect

In the present tense or imperfect form, there are two visible suffixes used in Matigsalug lexicography, these are eg and eg-. Eg is attached to the root word beginning with the consonants b, d, g, h, k, l, m, n, p, r, s, t, w, and y. For example, egbalabag, egdaru, egginggalen, egkeyid-u, egliwan, egmet-met, egnaas-naas, egpamaneyik, egseel, egtuhen, and egweil. Eg- is attached to the root word in the imperfective aspect when the root word begins with vowels. For example, eg-agbay, eg-epad, eg-iskuyla, and eg-untud. Here are also some examples of sentences from imperfective aspects. Egbalabag ad te eggimuwen ku in Matigsalug which has the equivalent in Filipino that he hinders what I do. Egliwan ad to kumbale sa Matigsalug or I'm changing clothes. Egmet-met a te bituen sa Matigsalug or I look at the star in the Filipino language.

Future or Contemplative Aspect

Based on the analysis of the word structure and lexicography found in the data of this study, such as the imperfective, the suffixes eg and eg- are used in all words to determine that it is in the contemplative or aspect form. future and en is added as a suffix to words. Eg is attached before the root word in the contemplative aspect when the root word begins with the consonants b, d, g, k, l, m, n, p, s, t, w and y. For example, egbukusen, egdaruen, eghipanewen, egluwiten, egmet-meten, egneng-nengen, egpamaneyiken, egsendaren, egtimunen, and egweilen. Eg- is attached to the root word in the contemplative aspect when the root word begins with vowels. For example eg-agbayen, eg-eparen, eg-iskuylaen, eg-ulien. In addition, a hyphen is used when the root word or syllable in the root word is repeated in its entirety. For example, egmet-meten, eg-sup-supen, and egtuk-tuken. Here are some examples of using words in the contemplative

aspect in a sentence. Egluwiten ku ka bukus te kindi in Matigsalug which has the equivalent in Filipino that I will peel the wrapper of the candy.

The suffix occurs not only in the Matigsalug language but also in other languages. As in the study of Sumer (2024) in the Ibanag language, which is not far from the structure in Filipino that freely affixes suffixes to nouns and verbs. From his study, the method of affixing action words uses the suffix ma+ the first letter of the root word such as ma+bilang has become countable far from Filipino which only has the repetition of the first syllable of the root word. Similar to the results of Nuncio's study (2020) regarding the analysis of the lexical variation of Filipino, Bicol and Cebuano terms in the economic context where there are lapses occurring. The Bicol and Filipino languages use the affix mag- and the allomorph mang – which is definitely attached to the root word.

Table 3: Grammatical substitution of d and r in the Lexicography of Matigsalug

Interchanging the letters d and r			
Filipino	Salitang-ugat (Matigsalug)	Filipino	Kontemplatibo (Matigsalug)
alok	sendad	aalukin	egsendaren
balik	libed	babalik	egliberen
bayad	bayad	magbabayad	egbayaren
daan	lihad	dadaan	egliharen
dasal	tubad	magdadasal	egtubaren
gulat	tingkemed	magugulat	egtingkemeran
hintay	tahad	maghihintay	egtaharen
ipon	limud	mag-iipon	eglimuren
kuwento	guhud	magkukuwento	egguhuren
liyad	tiad	liliyad	egtiaren
lunod	lened	malulunod	egleneren
lutas	sulbad	lulutasin	egsulbaren
paalam	pananghid	magpapaalam	egpananghiren
panhik	lasud	papanhik	eglasuren
pasok	seled	papasok	egseleren
patong	untud	papatong	eg-unturen
pilipit	gulibid	pipilipitin	eggulibiren
suklay	sugkad	susuklayin	egsugkaren
tula	epad	tutula	egeparen
tumba	peled	matutumba	egpeleren
ulat	guhud	mag-uulat	egguhuren

An analysis of Matigsalug lexicography revealed the replacement of graphemes in words. The root word ending in the consonant d is replaced by the letter r when it is added with the suffix en in the contemplative or future aspect. The table shows the words that have undergone changes such as the root word sendad which became

egsendaren in the contemplative aspect, and libed which became egliberen, bayad which became egbayaren, lihad which became egliharen, tubad which became egtubaren, tingkemed which became egtingkemeran, tahad who became egtaharen.

Table 4: Grammatical substitution of g and h in the Lexicography of Matigsalug

Interchanging of letters g and h			
Filipino	Salitang-ugat (Matigsalug)	Filipino	Kontemplatibo (Matigsalug)
bigkas	lalag	bibigkasin	eglalahren
gapang	dul-ug	gagapang	egdul-uhen
habol	lupug	hahabulin	eglupuhen
hadlang	balabag	hahadlang	egbalabahren
hagis	antug	ihahagis	eg-antuhen
halo	sewug	hahaluin	egsewuhen
hilamos	dep-ug	maghihilamos	egdep-uhen
hilo	tabeleg	mahihilo	egtabelehen
hulog	ulug	mahuhulog	eg-uluhen
igib	sakug	mag-iigib	egsakuhen
ihaw	tuug	iuhawin	egtuuhen
kinig	pamineg	makikinig	egpaminehen
laglag	ulug	malalaglag	eguluhen
laro	kelag	maglalaro	egkelahren
ligaw	alig	manliligaw	egalihen
pasyal	leug	mamamasyal	egleuhen
putol	tempug	puputulin	egtempuhen
saklolo	bulig	sasaklolo	egbulihen
talikud	iniyug	tatalikud	eginiyuhen
tayo	sasindeg	tatayo	egsasindehen
tingala	leng-ag	titingala	egleng-ahren

In the exchange of the grapheme, it emerged from the study that the root word ending in the consonant g is replaced by the consonant h and the suffix en is added in Matigsalug in the contemplative aspect. Like the words in the table, the root word lalag becomes eglalahren in the contemplative aspect, the word lupug becomes eglupuhen, balabag becomes egbalabahren, antug becomes eg-antuhen, sewug becomes egsewuhen, dep-ug becomes egdep -uhen, tabeleg became egtabelehen, ulug became eg-uluhen. However, contemplative words with the letter h already in the word are not included in the g and h grammatical change. Like the root word in Matigsalug

hubug that still becomes eghubugen in the contemplative aspect because according to the examiner, the letter g will remain when the repeated letter h is found in the word. Just remember that not all Matigsalug root words that end in the letter g are replaced by the letter h. Such as the words ulahing, puhawan, tameng, sinapang, seilang, gungting, kebeng, lihawang, layang, abeleng, tupang, neng-neng, tiang, piling, sinug-ung, pamiyung, tikang, takerang, libulung, lipêreng, ley- ang, and tubung, because the letter g in the word is included in the letter ng in the Filipino alphabet, the letter ng can be called with one sound or only one letter pronounced as nang.

Table 5: Grammatical substitution of g and b in the Lexicography of Matigsalug

Interchanging the letters g and b				
Filipino	Salitang-ugat (Matigsalug)	Perpektibo (Matigsalug)	Imperpektibo (Matigsalug)	Kontemplatibo
bato	degpak	migdebpak	egdebpak	egdebpaken
sampal	tagpi	migtabpi	egtabpi	egtabpihen
talon	tinugpu	migtinubpu	egtinubpu	egtinubpuen

In table 5, the interchange of letters g and b can be seen. It emerged from the study and analysis, that when the letters g and p are next to the root word, the letter b replaces the consonant g if it is in the aspect of the verb or added with suffixes in the Matigsalug language. Examples are the root word degpak, which become migdebpak in the

perfective aspect, egdebpak in the imperfective aspect and become egdebpaken in the contemplative aspect. That's how the root word tagpi becomes migtabpi, egtabpi, and egtabpihen. The root word tinugpu becomes migtinubpu, egtinubpu and egtinubpuen.

Table 6: Hyphen Usage Analysis (-)

Analysis	Root-word (Matigsalug)	Perfective (Matigsalug)	Imperfective (Matigsalug)	Contemplative (Matigsalug)
Consonants and vowels	gey-am	miggey-am	eggey-am	eggey-amen
	hid-u	mighid-u	eghid-u	eghid-uen
	dul-ug	migdul-ug	egdul-ug	egdul-uhen
	ley-ang	migley-ang	egley-ang	egley-angen
	sul-ub	migsul-ub	egsul-ub	egsul-uben
	sil-ap	migsil-ap	egsil-ap	egsil-apen
	sinug-ung	migsinug-ung	egsinug-ung	egsinug-ungen
	leng-ag	migleng-ag	egleng-ag	egleng-ahen
Repeated root word	naas-naas	mignaas-naas	egnaas-naas	egnaas-naasen
	gen-gen	miggen-gen	eggen-gen	eggen-genen
	sam-sam	migsam-sam	egsam-sam	egsam-samen
	lu-lu	miglu-lu	eglu-lu	eglu-luen
	pi-pi	migpi-pi	egpi-pi	egpi-pien
	neng-neng	migneng-neng	egneng-neng	egneng-nengen
	pu-pu	migpu-pu	egpu-pu	egpu-puen
	sup-sup	migsup-sup	egsup-sup	egsup-supen
	met-met	migmat-met	egmet-met	egmet-meten
	kep-kep	migkep-kep	egkep-kep	egkep-kepen
Two adjacent letters g	tag-gel	migttag-gel	egtag-gel	egtag-gelen

Table 6 shows how hyphen (-) is used. By using a hyphen (-) in the words, its method appears in the result of the analysis. First, the hyphen (-) is used when the syllable ends with a consonant and the following syllable begins with a vowel. For example, the words gey-am, miggey-am, eggey-am, eggey-amen, hid-u, mighid-u, eghid-u, eghid-uen, dul-ug, migdul-ug, egdul-ug, egdul-uhen. Second, is the use of a hyphen (-) when the root word is repeated. For example, naas-naas, mignaas-naas, egnaas-naas, egnaas-naasen, gen-gen, miggen-gen, eggen-gen, eggen-genen, sam-sam, migsam-sam, egsam-sam, egsam-samen, lu-lu, miglu-lu, eglu-lu, eglu-luen. And third, a hyphen (-) is used to separate the two letters g in a word and added with suffixes in Matigsalug. For example, the root word tag-gel becomes migttag-gel, egtag-gel, and egtag-gelen. Matigsalug is not the only language that has grapheme or phoneme exchange. Because, shown in the results of Sumer's study (2024), there is an exchange of phoneme vowels and consonants between Filipino and foreign words. That /o/ in the Filipino language becomes /u/ in Ibanag, /u/ and /a/, which are found in medial and final positions such as waló-Walú and úlo-Ulú and only one recorded in the exchange /u / and /a/ is the word lúya-layá only. Replace /l/ and /r/, /h/ and /l/ and /d/ and /k/. In addition, the root words in Matigsalug such as hinggat, sanggel, Fat sanggat are not used with a hyphen (-), because the first letter g is included in the letter ng that in the Filipino alphabet ng can be considered as just one letter.

CONCLUSION

The study's results proved that many verbs are used by the Matigsalug in school settings. When the verb is in the perfective, imperfective, or contemplative forms, suffixes or implications occur in the Matigsalug lexicography. On the second objective regarding the analysis of the aspect of the verb, the study's results showed that the lexicography of the Matigsalug language has only eighteen (18) alphabets, fourteen (14) consonants, and four (4) vowels. The analysis also revealed that there are two ways of using the Matigsalug language: written and spoken. The eighteen (18) alphabets in the lexicography of Matigsalug can be found in written form. In pronunciation, the vowel e is pronounced with o. The letter h, which is written in the aspect of the verb, is not pronounced. And finally in the spoken method, the vowels next to each other in the last two syllables of the word, are read or pronounced with the sound of the vowel w. In additional analysis, the study's results revealed that there are suffixes or guide words to determine the aspect of the verb. In the perfective aspect, mig and mig- are used as prefixes to root words. In the imperfect aspect, eg and eg- are used as prefixes to root words. In the contemplative aspect, the prefix eg and eg- remain in the root words but it is added by the suffix en. It can also be seen in the study results that there is a change of grapheme in the lexicography of the Matigsalug language when it is in the contemplative aspect. The

interchange of d and r occurs when the root word in Matigsalug that ends in the letter d and is added with the suffix en becomes the letter r. There is an exchange of the grapheme g and h if the root word in Matigsalug that ends with the letter g and is added with the suffix en in Matigsalug, becomes the letter h. The grapheme interchange also includes g and b. That when the letters g and p are next to each other in a word and added with a suffix in Matigsalug, the letter g is replaced by the letter b. In the final analysis, it emerged from the study that the hyphen (-) is used when the syllable ends with a consonant and the following syllable begins with a vowel. A hyphen (-) is also used when a word or syllable is repeated. And lastly, a hyphen (-) is used when the letter g is next to a word in the aspect of the verb.

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