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## AN ASSESSMENT ON THE NON-VERBAL ENGLISH PROFICIENCY OF THE STUDENTS OF NATIONAL HIGH SCHOOL IN TABUK CITY, PHILIPPINES

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**Abstract:** *Non-verbal Communication proficiency is one of the weaknesses of students in Learning English Language. In this study, it focused on the study of the proficiency level of the regular third year students in Kalinga , Philippines. It sought answers to the specific objectives and hypotheses: (1) To find out the level of non-verbal English proficiency of the regular third year students in the following aspects contextual clues , sentence structure, correct usage and grammar and (2) to determine the factors affecting the proficiency level of the regular third year students. To gather the data, a set of a proficiency test questionnaire was used. The test was conducted during the Major examination of the students during the term. Frequency table, percentage, mean, and ranking were used to statistically processed and interpret the data.*

*The findings of this study showed that: the non-verbal English proficiency level of the regular third year students in context clues and in correct usage and grammar was Fair. There were no significant differences in all the variables considered in the study. The non-verbal English proficiency level of the students in sentence structure was Poor. The non-verbal English proficiency of the students in correct capitalization is Superior. The third year students were found weak in their non-verbal English proficiency. This was much affected by poor reading/study habits and lack of interest in the subject.*

**Keywords:** *English grammar Proficiency, Non-verbal English Proficiency.*

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## **BACKGROUND OF THE STUDY**

Quality education implies upgrading of educational standards – a condition that is similar to the development of excellence in education of performance of the instructional system, and consequently the individual learners. It requires improvement in the input process, and the output of education; as well as the relevance in the context of what is taught.

In recent years, an educational reform was initiated in the Philippines, which has defined a new language policy in schools. Subsequently, the National Board of Education in consonance with the new constitution of 1973 enunciated officially the Bilingual Policy of Education in Department Order No. 25, series of 1974 to develop a bilingual nation component in the use of both English and Filipino.

The department Order No.25, series of 1974 specifies that English should be taught as a subject in all grades of the elementary and secondary schools and used as a medium of instruction for science and mathematics. English as a subject in understanding speaking, reading and writing

Today's modern society, students need to have a higher degree of literacy in order for them to reach the fullness of the success. Their success or failure depends to a large extent upon their ability to use the English language effectively through non-verbal communication for social communication, business transactions, leisure and cultural pursuits, and in education. The establishment and administration of the education system is vested on the Department of Education or DEPED (1987 Constitution, Sec. 2 Art XIV). The department serves as the principal agency of the Philippine Government responsible for the education of massive reform program in secondary education intended to improve student performance in Mathematics Science and Communication Arts.

The basic concept of SEDP as implemented by NSEC or NEW Secondary Curriculum in maximum communication competency where all high school graduates are prepared to meet the expected English proficiency required from any college student who will soon be a future leader. All the mentioned bases for curriculum development of the use of the English language conceptualize this study.

Osong(2003) made a study on the difficulties encountered in English and came out with the following findings:



1. The first year students in the public secondary schools in Tabuk, Kalinga have much difficulty in written English as well in listening and in reading.
2. The student factors, the home factors and school factors have much effect to the difficulties encountered in English while teacher factors have only moderate effect to the difficulties.

On the other hand, the researcher has also observed that in his third year classes, his students have difficulties in their written English where some cannot still express themselves in English even in a simple sentence. Some are confused with homonyms, rules on subject-verb and pronoun-antecedent agreement, parts of speech. Correct use of punctuation marks and capitalization.

The above observations motivated the researcher to look into the non-verbal English proficiency of the students particularly among regular third year high school students and try to work out for an effective instructional material that could meet their needs in enhancing their written communication skills.

### **OBJECTIVES AND HYPOTHESES**

The study aimed to look into the non-verbal English proficiency of the regular third year students of Tabuk National High School.

Specifically, it sought answers to the following specific objectives and hypotheses:

1. To find out the level of non-verbal English proficiency of the regular third year students in sentence structure , context clues , grammar and correct usage when they were grouped as to gender, educational attainment and occupation;
2. To identify the factors that affect the proficiency level of the regular third year students in English of Tabuk National High School.

### **RESEARCH DESIGN**

The descriptive method was used by the researcher since the study gathered descriptive information about the non-verbal English proficiency of regular third year students of Tabuk National High School. The study described the students' proficiency in the different aspects of non-verbal communication such as, contextual clues, correct usage and grammar, sentence structure.

The study was conducted at the Tabuk National High School, Tabuk City , Philippines , during the second semester of the School Year, 2010-2011. The subject of the study was



composed of two hundred nine (209) regular third year students from the different regular sections and they were heterogeneously grouped and randomly selected..

Table 1. Student Population as to Educational Attainment of Parents

PARENTS' EDUC'L ATTAINMENT	FREQUENCY			%	RANK
	MALE	FEMALE	TOTAL		
Unschoolled	3	1	4	1.95	7
Elementary Undergraduate	3	13	16	7.65%	6
Elementary Graduate	10	8	18	8.61%	5
HS Undergraduate	17	18	35	16.75%	3
High School Graduate	11	15	26	12.44%	4
College Undergraduate	24	24	48	22.96%	2
College Graduate	27	35	62	29.66%	1
TOTAL	95	114	209	100%	

The students whose parents are college graduates have the highest total frequency of 62 or 29.66% among the 7 groups. Of this number, 27 Or 44.55% are males and 35 or 56.45% are females.

The second are the students whose parents are college undergraduates where there are 48 or 22.96% of them. Both male and female respondents have the same frequency of 24 or 50%.

The third are the students whose parents are high school undergraduates. There are 35 or 16.75% of them of which 17 or 48.57% are males and 18 or 51.43% are females.

High school graduate parents group is fourth with 26 or 12.44% total frequency.

The last are the percentage of students whose parents are elementary undergraduates with 16 or 7.65% total of population. There are 3 or 18.75% males and 13 or 81.25% females. Unschoolled parents group is the lowest with only 4 or 1.95% respondents

Table 2. Student Population as to Parents' Occupation

PARENTS' OCCUPATION	FREQUENCY			Percentage	RANK
	MALE	FEMALE	TOTAL		
Farming	53	74	127	60.57%	1
Business	7	13	20	9.57%	3
Driving	10	7	17	8.13%	4
Office work	6	2	8	3.82%	6
Overseas employee	5	7	12	5.74%	5
Others	14	11	25	11.96%	2
TOTAL	95	114	209	100%	



Students whose parents are farmers have the highest total frequency among the 6 groups with 127 or 60.57%. This population is composed of 53 or 41.73% males and 74 or 58.27% females.

Next to the highest is the group of students whose parents have other kinds of occupations. Some of them are working as a carpenter, construction worker, baker, cobbler, and health worker. This population is composed of 25 or 11.96%. This total population is comprised of 14 or 56% males and 11 or 44% females.

And, the least group are the students whose parents are working in the office with only 8 or 3.82% population. It is composed of 6 or 75% males and 2 or 25% females.

#### Data Gathering Instruments

A survey test questionnaire entitled, Non-verbal English Proficiency Test, was the primary tool in gathering the data needed. It was consisted of five(5) different skills in written English such as, contextual clues, correct usage and grammar, and sentence structure.

#### Validity and Reliability of the Instrument

The contents of the English survey test were based from the standardized diagnostic and achievement tests given by the Department of Education. It was also patterned from the drill exercises for written English skills made by different authors of various references.

#### Data Gathering Procedures

After all materials for the study were prepared for distribution, the researcher requested permission from the school principal to administer the test questionnaire. The conduct of the test was scheduled by classes and it was personally administered by the researcher in order to facilitate immediate retrieval of the test questionnaires. Permission from the school principal and the subject teachers was asked to conduct the test for the study.

#### Treatment of Data

The data gathered were classified, tabulated, analyzed, and interpreted. The Standardized Scale of Performance was used to treat the data on the level of performance of the respondents in the non-verbal English proficiency tests with the following ratings, descriptive equivalents, and symbols:

Scale	Limits	Descriptive Equivalent	Symbol
5	9-10	Excellent	Ex
4	7-8	Superior	Sup
3	5-6	Average	Ave
2	3-4	Fair	F
1	1-2	Poor	P



### Statistical Tool

The frequency counts, percentage, and rank method was used to numerically described the data on the profile and the identified factors affecting the proficiency level of the students in the non-verbal English. While the weighted mean was used to determine the proficiency level in the non-verbal English proficiency.

## **PRESENTATION & INTERPRETATION OF FINDINGS ON LEVEL OF NON-VERBAL ENGLISH PROFICIENCY**

### Level of Non-Verbal English Proficiency in Context Clues

Table 3. Proficiency Level of Students in Context Clues(N=209)

PROFICIENCY LEVEL	FREQUENCY	PERCENTAGE	RANK
Excellent	0	0	
Superior	3	1.43%	4
Average	25	11.96%	3
Fair	92	44.02%	1
Poor	89	42.58%	2
TOTAL	209	100%	

The table shows that no one among the students was rated excellent. Superior level of proficiency was only obtained by 3 or 1.43% students.

There were twenty-five (25) or 11.96% students who were rated on the average level. On the other hand, there were eighty-nine (89) or 42.58% who performed poorly which is close to ninety-two (92) or 44.02% students who showed fair performance in the test.

The finding of this study shows a fair proficiency level similarly to findings of Reyes(1998)and Asworth(1992) in their studies where general vocabulary is only obtained at fair level. This finding implies the need for the students to improve their vocabulary skills in preparation for the global competitiveness. As cited by Galangco(1988) in her study, teachers should also find ways and means to help promote the vocabulary skills of their students. De Sesto(1986) also recommended that the districts should be provided with library facilities to motivate the teachers to implement improved reading programs.



Level of Non-Verbal English Proficiency & Certain Variables

Table 4. Level of Non-Verbal English Proficiency in Context Clues as to Gender

GENDER	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
MALE	0	0	7	47	41	95	2
FEMALE	0	3	18	45	48	114	1
TOTAL	0	3	25	92	89	209	

The tables shows that majority of the male students had fair proficiency level with 47 or 49.47%. This followed by 41 or 43.15% students who performed poorly. There were 7 or 7.38% who obtained average proficiency level. None of the students obtained superior and excellent performances.

Among the female students, 48 or 42.11% had poor proficiency level. Forty five (45) or 39.47% obtained fair level. There 18 or 15.79% who obtained average level, and there were only 3 or 2.63% who got superior proficiency level.

Table 5. Level of Non-Verbal English Proficiency in Context Clues as to Educational Attainment of Parents

EDUCATIONAL ATTAINMENT	PROFICIENCY LEVEL					TOTAL	RAN K
	EXC	SUP	AVE	F	P		
Unschoolled	0	0	2	0	2	4	7
Elementary Undergraduate	0	1	1	7	7	16	6
Elementary Graduate	0	0	1	9	8	18	5
H S Undergraduate	0	2	6	13	14	35	3
High School Graduate	0	0	2	15	9	26	4
College Undergraduate	0	0	5	19	24	48	2
College Graduate	0	0	8	29	25	62	1
TOTAL	0	3	25	92	89	209	

The table shows that among the 209 students, there were 62 or 29.67% students whose parents are college graduates which is the highest among the group. There were 29 or 40.32% students who obtained a fair performance level. There were twenty five (25) or 40.32% who obtained poor performance level, and 8 or 12.90% who obtained an average performance level.

There were 24 or 50% out of 48 students whose parents are college undergraduate obtained poor performance level. Next are the students who got fair level with 19 or 39.58%, and 5 or 10.42% who obtained average level.



Of those students whose parents are high school graduates, 15 or 57.69% got fair in their proficiency, 9 or 34.62% obtained poor proficiency, and 2 or 7.69% obtained average proficiency level. Among the 18 students whose parents are elementary graduates, 8 or 44.44% got poor proficiency, 9 or 50% got fair, and 1 or 5.56% got average proficiency level. Among the 16 or 7.67% students whose parents are elementary undergraduate, poor and fair proficiency level were obtained by students with the same 7 or 43.75% students for each level. On the other hand, average and superior proficiency level were also obtained with the same 1 or 6.25% student for each level.

The finding shows that the achievements of a child do not always rely on the level of his parents' education. According to Hymes(1966), the learning development of a child is enhanced progressively only by the proper guidance and motivation of the parents – regardless of their educational background however education is always an advantage.

As shown on the table, superior proficiency level was only obtained by 2 or 1.57% students whose parents are farmers and by 1 or 5% whose parent runs a business.

Average proficiency level was obtained by 14 or 11.02% students whose parents are farmers, 2 or 25% students whose parents are businessmen, drivers, and laborers, 1 or 12.5% student whose parent is an office worker, and 4 or 33.33% students whose parents are overseas employees.

As presented on the table, fair level which has the highest number of respondents of all the other levels was obtained by 56 or 44.09% students whose parents are farmers, 9 or 45% students whose parents are businessmen, 7 or 41.18% students whose parents are drivers, 2 or 25% students whose parents are office workers, 3 or 25% students whose parents are overseas employees, and 15 or 60% students whose parents have other kinds of occupations such as laborers, health workers, teachers, cobblers, and others.

On the other hand, the 89 or 42.58% students who performed poor were distributed as follows: 55 or 43.31% students whose parents are farmers, 8 or 40% students whose parents are businessmen, 8 or 47.06% students whose parents are drivers, 5 or 62.5% students whose parents are office workers, 5 or 41.67% students whose parents are overseas workers, and 8 or 32% students whose parents have other kinds of occupations such as laborers, health workers, teachers, cobblers, and others.





Level of Non-Verbal English Proficiency in Correct Usage and Grammar

Table 6. Proficiency Level of Students in Correct Usage and Grammar (N=209)

PROFICIENCY LEVEL	FREQUENCY	PERCENTAGE	RANK
Excellent	0	0	
Superior	10	4.78%	4
Average	79	37.80%	2
Fair	91	43.54%	1
Poor	29	13.88%	3
TOTAL	209	100%	

The table shows that no one among the students was rated excellent. Superior level of proficiency was obtained by 10 or 4.78% students.

The average level was obtained by 79 or 37.80% students. On the other hand, fair proficiency level, which has the greatest number of respondents, was obtained by 91 or 43.54% students. Poor level was obtained by 29 or 13.88% students. This finding means that the students still need to enhance their grammar skills.

Findings of this study have similarity with the findings of Maranan(1978) where he concluded that the common errors committed by students in NVSIT in written English includes mechanics, proper choice of words and grammar. His study found out that the students of higher levels had so much difficulty along these areas. According to Asworth(1992), the teacher is a very important factor to the proficiency of students in grammar. Hence, students' proficiency in English grammar depends much on the learning skills acquired from the teacher and that the teacher should make herself fully equipped with the needed efficiency and knowledge a student should acquire.

Level of Non-Verbal English Proficiency as to Variables

Table 7. Level of Non-Verbal English Proficiency in Correct Usage and Grammar as to Gender

GENDER	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
MALE	0	5	41	43	7	95	2
FEMALE	0	5	38	48	22	114	1
TOTAL	0	10	79	91	29	209	



The superior level was obtained by both of the genders with the same number of students. It was obtained by 5 or 5.26% males out of the 95 or 45.45% and another 5 or 4.86% females out of the 114 or 54.54%.

The average level was obtained by 41 or 43.16% males and 38 or 33.33% females. Among the rest of the proficiency levels, the fair level was obtained with the highest number of students of 43 or 45.26% males and 48 or 42.11% females.

On the other hand, the poor level was only obtained by 7 or 7.37% males and 22 or 19.29% females. Similarly, Elig(2002) also found out in her study that the students have almost similar proficiency level in grammar as to gender. She pointed out that male and female students did not vary in the level where both of them are weak in grammar.

Table 8. Level of Non-Verbal English Proficiency in Correct Usage and Grammar as to Educational Attainment of Parents

EDUCATIONAL ATTAINMENT	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Unschoolled	0	0	2	2	0	4	7
Elem Undergraduate	0	0	7	7	2	16	6
Elementary Graduate	0	0	5	12	1	18	5
H S Undergraduate	0	2	16	15	2	35	3
High School Graduate	0	1	13	7	5	26	4
College Undergraduate	0	3	16	21	8	48	2
College Graduate	0	4	20	27	11	62	1
TOTAL	0	10	79	91	29	209	

The table shows that the superior level was obtained with 4 or 6.45%, which is the highest number of respondents. This figure was obtained by students whose parents are college graduate. This was followed by 3 or 6.25% students whose parents are college undergraduate, 2 or 5.71% students whose parents are high school undergraduate and 1 or 3.85% whose parents are high school graduate.

The fair proficiency level was obtained by 27 or 43.55% students whose parents are college graduate, 21 or 43.75% students whose parents are college undergraduate, 15 or 42.86% students whose parents are high school undergraduate, 12 or 66.67% students whose parents are elementary graduate, 7 or 26.92% students whose parents are high school graduate, and also 7 or 43.75% students whose parents are elementary undergraduate, and 2 or 50% students whose parents are unschooled.



Table 9. Level of Non-Verbal English Proficiency in Correct Usage and Grammar as to Parents' Occupation

PARENTS' OCCUPATION	POFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Farming	0	5	48	56	18	127	1
Business	0	2	8	7	3	20	3
Driving	0	0	9	7	1	17	4
Office work	0	0	2	5	1	8	6
Overseas employment	0	2	1	5	4	12	5
Others	0	1	11	11	2	25	2
TOTAL	0	10	79	91	29	209	

It is reflected on the table that excellent proficiency level was not obtained by the students.

The superior level was obtained by 5 or 3.93% students whose parents are farmers, 2 or 10% whose parents are businessmen and another 2 or 16.67% whose parents are office workers, and only 1 or 4% whose parents have other kinds of occupations.

In the average group, farming has the highest number of respondents with 48 or 37.80%. This was followed by 11 or 44% with other occupations, 9 or 52.94% drivers, 8 or 40% businessmen parents, and only 1 or 4% OFW.

The fair proficiency level was obtained by 56 or 44.09% students whose parents are farmers. This obtained number is the highest among the other group in this level. This is followed by 11 or 44% from other occupations, 7 or 35% for businessmen parents and drivers, and 5 or 41.67% for office workers and OFW's.

On the other hand, the poor proficiency level was obtained by 18 or 14.17% students whose parents are farmers. This is followed by 4 or 33.33% OFW's, 3 or 15% businessmen, 2 or 8% other occupations, and same 1 or 5.88% for drivers and office workers.

### **Level of Non-Verbal English Proficiency in Sentence Structure**

Table 10. Proficiency Level of Students in Sentence Structure (N=209)

PROFICIENCY LEVEL	FREQUENCY	PERCENTAGE	RANK
Excellent	0	0	
Superior	0	0	
Average	11	5.26%	3
Fair	85	40.66	2
Poor	113	54.0%	1
TOTAL	209	100%	



The table shows that none of the students were rated on the excellent and superior levels. The poor level has the highest figure among the other proficiency levels where it was obtained by 113 or 54% students. The fair level was obtained by 85 or 40.66% students. On the other hand, some of the students were rated in the average level with 11 or 5.26%.

The finding of this study is also similarly related to the study of Darbin(1990) where in students mostly have poor comprehension of words. They are weak in maintaining the correct structure and coherence of a sentence. As a result, teacher's habit to check students' choice of words, correct placements of modifiers, verbs and other clustered words developing a clear sentence were strongly recommended by her to maintain the constant learning progress of students as far as correct sentence writing is concerned.

Table 11 presents the table of the Non-Verbal English Proficiency & Certain Variables of students as to gender Level of Non-Verbal English Proficiency & Certain Variables

GENDER	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
MALE	0	0	3	35	57	95	2
FEMALE	0	0	8	50	56	114	1
TOTAL	0	0	11	85	113	209	

The table shows that superior and excellent proficiency levels were not obtained by the students. On the other hand, poor proficiency level is obtained as the general finding in this particular skill in written English with a total of 113 or 54.06% which is composed 57 or 60% males and 56 or 49.12% females of the total population of 209. Along with the other levels, average level was obtained by 3 or 3.16% males and 8 or 7.02% females.

The fair level was obtained by 35 or 36.84% males and 50 or 43.86% females.

Table 12. Level of Non-Verbal English Proficiency in Sentence Structure as to Educational Attainment of Parents

EDUCATIONAL ATTAINMENT	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Unschoolled	0	0	0	0	4	4	7
Elementary Undergraduate	0	0	2	4	10	16	5
Elementary Graduate	0	0	0	8	10	18	5
High School Undergraduate	0	0	1	16	18	35	3
High School Graduate	0	0	1	14	11	26	4
College Undergraduate	0	0	2	22	24	48	2
College Graduate	0	0	5	21	36	62	1
TOTAL	0	0	11	85	113	209	



The table shows that none of the students were rated superior and excellent. Average level was obtained by 5 or 8.06% students whose parents are college graduate, 2 or 4.17% whose parents elementary and college undergraduate, 1 or 2.86% whose parents are high school graduate and high school undergraduate. This level was not obtained by students whose parents are elementary graduate and unschooled. The highest number in the fair level is 22 or 45.83% which is responded by students whose parents are college undergraduate. It is followed by 21 or 33.87% college graduate, 16 or 45.71% high school undergraduate, 14 or 53.85% high school graduate, 8 or 44.44% elementary graduate, and 4 or 25% elementary undergraduate. Lastly, no students' ratings were identified under unschooled group.

It is in the poor level were majority of the students were rated. This comprises 36 or 58.06% students whose parents are college graduate, 24 or 50% college undergraduate, 18 or 51.43% high school undergraduate, 11 or 42.31% high school graduate, 10 or 55.56% elementary graduate, another 10 or 62.5% elementary undergraduate, and 4 or 100% unschooled.

Table 13. Level of Non-Verbal English Proficiency in Sentence Structure as to Parents' Occupation

PARENTS' OCCUPATION	POFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Farming	0	0	8	50	69	127	1
Business	0	0	2	8	10	20	3
Driving	0	0	0	8	9	17	4
Office work	0	0	0	2	6	8	6
Overseas employment	0	0	0	4	8	12	5
Others	0	0	1	13	11	25	2
TOTAL	0	0	11	85	113	209	

The table shows that no students were rated superior and excellent. 8 or 6.30% students whose parents are farmers were obtained in the average level. In addition, average level was also obtained by 2 or 10% students whose parents are businessmen and 1 or 4% student whose parent has other kind of occupation.

A majority of 50 or 39.37% students whose parents are farmers were rated fair. Along with this are 8 or 40% whose parents are entrepreneurs and 8 or 47% whose parents are drivers were obtained in the same proficiency level. The highest of which is 69 or 54.33% students whose parents are farmers were obtained poor in their level of proficiency. Other



occupations were 11 or 44% from other occupations, 10 or 50% business, 9 or 52.94% driving, 8 or 66.67% overseas employment, and 6 or 75% office work.

**Level of Non-Verbal English Proficiency in Correct Capitalization**

Table 14. Proficiency Level of Students in Correct Capitalization(N=209)

PROFICIENCY LEVEL	FREQUENCY	PERCENTAGE	RANK
Excellent	29	13.87%	3.5
Superior	92	44.0%	1
Average	49	23.44%	2
Fair	10	4.78%	5
Poor	29	13.87%	3.5
TOTAL	209	100%	

It is presented on the table that superior level has the highest number with 92 or 44.0% which was obtained by students. It is followed by the average level that was obtained by 49 students. On the other hand, the table shows that poor and excellent proficiency levels were obtained by the same number of students of 29 or 13.87%. Fair level was only obtained by 10 or 4.78% students.

It can be said that based on the table above, the students were observed and rated superior in their proficiency level in correct capitalization. However, poor and fair levels that were obtained by 39 students could have a serious difficulty in coping with this kind of mechanics in non-verbal communication.

Similar to the study is that of Bagayao’s(1991)finding, she found out that regular third year high school students have serious difficulties in spelling and capitalization. In like manner, Maguen(1990) and Quinto(1997) as cited in Dawagan’s(2005) study that common errors committed by students in written English were on the mechanical category such as lack of punctuation marks, errors in capitalization, and syllabication.

**Level of Non-Verbal English Proficiency and Certain Variables**

Table 15. Level of Non-Verbal English Proficiency in Correct Capitalization as to Gender

GENDER	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
MALE	5	44	27	5	14	95	2
FEMALE	24	48	22	5	15	114	1
TOTAL	29	92	49	10	29	209	



The table shows that the female gender with 24 or 21.05% who obtained excellent level is far higher than the males with only 5 or 5.26%. It also shows that both male(44 or 46.32%) and female (48 or 42.11) students were rated superior in their proficiency.

There were 27 or 28.42% males who obtained an average level which is greater than the number of females with 22 or 23.16%. Both male (5 or 5.26%) and female (5 or 4.395) have the same frequency in the fair level. On the other hand, 14 or 14.74% males and 15 or 13.16% females were rated poor in proficiency.

Table 16. Level of Non-Verbal English Proficiency in Correct Capitalization as to Ethnic Affiliation

ETHNIC AFFILIATION	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Kalinga	9	35	20	3	10	77	1.5
Igorot	6	7	10	0	6	29	3
Tagalog	1	4	1	0	1	7	6
Ilocano	11	36	14	6	10	77	1.5
Ibaloi	0	0	1	0	0	1	7
Bago	0	5	1	1	2	9	4.5
Others	2	5	2	0	0	9	4.5
TOTAL	29	92	49	10	29	209	

The table shows that the Ilocano tribe with 11 or 14.29% students is the highest among the ethnic groups rated as excellent. Likewise in the superior level the Ilocano tribe has also the highest number with 36 or 46.75% only a head greater than the Kalingas with 35 or 45.45%. The Kalinga group has the highest number of respondents with 20 or 25.97% rated in the average group. No students from the Igorot, Tagalog, Ibaloi, and others tribes were rated in the fair level. The Kalinga and Ilocano tribes have the same frequency of 10 or 12.98% poor in proficiency.

Table 17. Level of Non-Verbal English Proficiency in Correct Capitalization as to Educational Attainment of Parents

EDUCATIONAL ATTAINMENT	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Unschooler	0	2	0	0	2	4	7
Elementary Undergraduate	1	10	4	0	1	16	6
Elementary Graduate	5	9	1	0	3	18	5
High School Undergraduate	6	17	4	2	6	35	3



High School Graduate	2	12	6	2	4	26	4
College Undergraduate	4	18	13	4	9	48	2
College Graduate	11	24	21	2	4	62	1
TOTAL	29	92	49	10	29	209	

The table shows that students whose parents are college graduate have the highest number of respondents which is 11 or 17.74% in the excellent group and no student was recorded whose parent is unschooled. In the superior level, it is again the group of students whose parents are college graduate obtained the highest figure of 24 or 38.71%, and there were 2 or 50% students whose parents are unschooled rated in the same proficiency level.

Twenty one (21) or 33.87% students whose parents are college graduate are the highest in the average group, and no student whose parent is unschooled was recorded in this level. The fair level was only obtained by 4 or 83.33% students. The students whose parents are college graduate, high school undergraduate and high school graduate obtained the same number of respondents (2 or 3.23%) in each group in this level.

On the other hand, a group of students whose parents are college undergraduate obtained the highest number of 9 or 18.75% respondents among the other groups in the poor level.

Table 18. Level of Non-Verbal English Proficiency in Correct Capitalization as to Parents' Occupation

PARENTS' OCCUPATION	POFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Farming	19	54	34	3	17	127	1
Business	0	10	5	2	3	20	3
Driving	1	7	4	2	3	17	4
Office work	1	5	2	0	0	8	6
Overseas employment	4	6	0	1	1	12	5
Others	4	10	4	2	5	25	2
TOTAL	29	92	49	10	29	209	

The table shows that majority of the students whose parents are farmers were rated superior with a frequency of 54 or 42.52% while business (10 or 50%) and other occupations (10 or 40%) obtained the same frequency followed by driving with 7 or 41.18%, overseas employment with 6 or 50%, and office work with 5 or 62.5%. Farming was also rated highest in the average group with 34 or 26.77% while overseas employment was not





obtained by any of the students. There were only 19 or 14.96% who were rated excellent while no one in the business occupation. Driving with 1 or 5.88% and office work with 1 or 12.5% had the same frequency in the same level likewise to overseas employment with 4 or 33.33% and other occupation with 4 or 16%. On the other hand, there were only few students who obtained the fair level where farming had only 3 or 2.36% which is the highest followed by occupations with the same frequency like in business with 2 or 10%, driving with 2 or 11.76%, and other occupations with 2 or 8% while nobody was obtained in the office work occupation.

In the poor level, the highest is also obtained by students whose parents are farmers with 17 or 13.39% followed by other occupations with 5 or 20%, the same frequency with business with 3 or 15% and driving with 17.65%, overseas employment with 1 or 8.33%, and none was obtained in the office occupation.

#### **Level of Non-Verbal English Proficiency in Correct Use of Punctuations**

Table 19. Level of Non-Verbal English Proficiency in Correct Use of Punctuations (N=209)

PROFICIENCY LEVEL	FREQUENCY	PERCENTAGE	RANK
Excellent	0	0	
Superior	5	2.39%	4
Average	23	11.0%	3
Fair	39	18.66%	2
Poor	142	67.94%	1
TOTAL	209	100%	

The table presents that majority of the students was rated poor in proficiency in the correct use of punctuations. It has a frequency of 142 or 67.94% followed by fair with 39 or 18.66%, average with 23 or 11%, superior with only 5 or 2.39%, and no student was able to attain the excellent level.

This implies that the students had a serious difficulty in this particular skill. The study has, likewise similar finding with the study of Bagayao(1991). She found out that students in the nationalized high schools in Flora Division have serious difficulties in capitalization and punctuation. In like manner, Maguen(1990) and Quinto(1997) as cited by Dawagan's(2005) study found out that common errors committed by students in written English were on the mechanical category such as lack of punctuations marks, errors in capitalization and syllabifications.



Teachers should give more emphasis on the development of the skill in mechanics of writing a sentence in a day, composition in a week and a short story in a month about their own experiences. In this way, students could easily write things if all about themselves to master their punctuation marks in developing sentences and paragraphs.

#### Level of Non-Verbal English Proficiency and Variables

Table 20. Level of Non-Verbal English Proficiency in Correct Use of Punctuations as to Gender

GENDER	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
MALE	0	0	9	12	74	95	2
FEMALE	0	5	14	27	68	114	1
TOTAL	0	5	23	39	142	209	

The table shows that both genders of students were not able to attain the excellent level. There were only 5 or 4.39% females who were able to get a superior level. Majority of the male students were rated poor with 74 or 77.89%, and likewise to the females with 68 or 59.65%. This implies that the females performed better than the males since they only have 68 poor in proficiency compared to the males with higher frequency of 74.

Elig(2002) pointed out further in her study that teachers generally observe female students to be more careful in the use of punctuation marks, indention, and abbreviation. The finding is also similar to Flores'(1997) finding where she found out based on her general observation that females had better performance than males, thus also supported by Gaspar(1991) that according to him, females are more diligent and conscious in writing.

Since the computed chi-square of 10.46896 is greater the tabular value of 9.488 at 0.05% level of significance, the null hypothesis therefore is rejected that there is a significant difference between the proficiency level of students in correct use of punctuations and their gender.



Table 22. Level of Non-Verbal English Proficiency in Correct Use of Punctuations as to Ethnic Affiliation

ETHNIC AFFILIATION	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Kalinga	0	1	6	14	56	77	1.5
Igorot	0	0	4	6	19	29	3
Tagalog	0	0	2	2	3	7	6
Ilocano	0	2	9	12	54	77	1.5
Ibaloi	0	0	0	1	0	1	7
Bago	0	0	2	1	6	9	4.5
Others	0	2	0	3	4	9	4.5
TOTAL	0	5	23	39	142	209	

The table presents that majority of the students were rated “poor” in proficiency. This comprises of Kalinga students with 56 or 72.73%, Ilocano with 54 or 70.13%, Igorot with 19 or 65.52%, Bago with 6 or 66.67%, other tribes with 4 or 44.44, and Tagalog students with only 3 or 42.86%. On the other hand, no students were rated excellent, however some of the students were able to obtain a superior level - the Ilocano with 2 or 2.59% and other tribes with same 2 or 22.22% likewise Kalinga with one (1) or 1.29 percent.

It also shows that even the Kalingas and the Ilocanos have the same total frequency of 77, they still vary in number in the average and fair levels. Generally, there is no significant difference between the proficiency level of students in the use of correct punctuations their ethnic affiliation.

Table 23. Level of Non-Verbal English Proficiency in Correct Use of Punctuations as to Educational Attainment of parents

EDUCATIONAL ATTAINMENT	PROFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Unschoolled	0	0	1	0	3	4	7
Elementary Undergraduate	0	1	1	4	10	16	6
Elementary Graduate	0	0	5	2	11	18	5
High School Undergraduate	0	1	3	3	28	35	3
High School Graduate	0	2	0	4	20	26	4
College Undergraduate	0	0	6	11	31	48	2
College Graduate	0	1	7	15	39	62	1
TOTAL	0	5	23	39	142	209	



The table shows that the students were not able to obtain the excellent proficiency level. Majority of the students were rated “poor” in their proficiency level where the total frequency of 142 or 67.94% is composed of students whose parents are: (1)college graduate with 39 or 62.90%, (2)college undergraduate with 31 or 64.58%, (3)high school graduate with 30 or 83.33%, (4)high school undergraduate with 28 or 80%, (5)elementary graduate with 11 or 61.11%, (6)elementary undergraduate with 10 or 62.5%, and (7)unschooled with only 3 or 75%.It shows that sometimes the educational attainment of parents is not a basis for a child to achieve a high level of performance, although it is still considered by some an advantage. This is supported by Hymes(1966) that the learning development of a child is enhanced progressively only by the proper guidance and motivation of the parents – regardless of their educational background however education is always an advantage.

Table 24. Level of Non-Verbal English Proficiency in Correct Use of Punctuations as to Parents’ Occupation

PARENTS’ OCCUPATION	POFICIENCY LEVEL					TOTAL	RANK
	EXC	SUP	AVE	F	P		
Farming	0	0	13	24	90	127	1
Business	0	3	2	5	10	20	3
Driving	0	1	0	5	11	17	4
Office work	0	0	3	1	4	8	6
Overseas employment	0	1	1	1	9	12	5
Others	0	0	4	3	18	25	2
TOTAL	0	5	23	39	142	209	

The table shows that no students were able to attain an excellent proficiency level. Majority of the students out of the total population of 209, 142 or 67.94% students fall under the “poor” level of which comprises students whose parents’ occupations are: (1) farming with 90 or 70.87%,(2) Business with 10 or 50%, (3)driving with 11 or 64.71%, (4)office work with 4 or 50%,(5) overseas employment with 9 or 75%, and (6) other occupations with 18 or 72% respondents. On the other hand, students whose parents are farmers have the highest frequencies in both the average (13 or 10.24%) and fair (18.89%) levels. However, some students were able to attain the superior level with 3 or 15% whose parents are entrepreneur, 1 or 5.88% driver, and another 1 or 8.33% overseas employee.



Table 25. Summary of the Non-Verbal English Proficiency Level

AREA	PROFICIENCY LEVEL
1. Context Clues	Fair
2. Correct Usage and Grammar	Fair
3. Sentence Structure	Poor
4. Correct Capitalization	Superior
5. Correct Use of Punctuations	Poor

The table shows that it is only in the correct capitalization where the students obtained “superior” in proficiency level. Some of the students obtained “Fair” in proficiency along context clues and correct usage and grammar while the rest obtained “Poor” in proficiency level along sentence structure and correct capitalization

### FACTORS AFFECTING THE NON-VERBAL ENGLISH PROFICIENCY

Table 26. Factors Affecting the Non-Verbal English Proficiency

Factor Indicators	Frequency	Percentage	Rank
1. Poor reading and study habits	84	40.2%	1
2. Poor physical and mental health	33	15.79%	3
3. Lack of interest in the subject	53	25.35%	2
4. Teacher’s methods, techniques and style in teaching	12	5.74%	5
5. Family/Home problems	27	12.92%	4
Total	209	100%	

The following factors presented on the table above were perceived by the students themselves as the reasons why students obtain low proficiency in non-verbal English.

#### Poor Reading and Study Habits

It shows on the table that this factor obtained the highest frequency of 84 or 40.2% compared to the other factors. This means that majority of the respondents’ attitude were not guided properly.

As a result, they failed to establish or practice good reading and study habits at home. The finding of this study corroborates with the findings of Dawing(2006) that attitude toward school works much affect the reading habits of the students. She further stated that a pupil or a student who has positive attitude would have good reading habits.



In addition, Rojas(1994) stated that poor achievement of pupils have its basic roots in study habits. This means that great success in learning is achieved by a student if he or she has established good study habits. Taytay(1993), however suggested that teachers and parents should give guidance to the students in having good and very much improved study tasks.

Peniston (1995) stated that there is a need for educators to improve the study skills of their students to improve problem-solving abilities and study habits.

#### Poor Physical and Mental Health

It shows on the table that this factor ranks third among the other factors with a frequency of 33 or 15.79%.

Health is the most essential factor that determines the efficiency of an individual in accomplishing tasks. This is supported by Cayat's(1992) findings in a study of the performance of pupils in English revealed that student's poor performances are attributed to many factors such as the physical and mental health, school environment, socio-economic of parents, and the like. The mentioned finding above is closely related to the study of proficiency level among junior high school students. Furthermore, Sibayan's(1998) study that health and negative attitude of pupils or students are factors that affected "very much" their communication skills particularly in Reading. Rodriguez(2002) likewise claimed that health among students affects much their comprehension skills.

#### Lack of Interest in the Subject

This is second to the most concern factors in the study where there are 53 or 25.35% students who said they lack interest in the subject. Interest in learning is a great instrument in acquiring knowledge and skills. It boosts someone's eagerness to achieve a certain goal particularly to things that are very essential. Tortuga(1992) said that interest of a pupil or a student should be continuously maintained at high level because he or she will never absorb anything from what he is learning if he is not interested to it, otherwise the learning will result to frustration. The study corroborates with Patricio's(1990) findings that "lack of interest" had the highest mean with an interpretation of "moderately serious". This means that lack of interest among ESL learners is considered to be one of the most serious problems that affect language skills acquisition particularly on non-verbal or written language. This finding corroborates with what Siwao(1998) found out where lack of interest



contributed much to the mathematics difficulties of the third year high school students of Technology Vocational Schools in Kalinga.

#### Teacher's Methods, Techniques and Style in Teaching

The table presents the lowest frequency of students among the other factors with only 12 or 5.74% along teacher's methods, techniques and style in teaching ESL. The finding shows that only few of the 209 students have a lesser problem with regards to the methods, techniques and style of their English teachers.

#### Family or Home Problems

The table shows the frequency of students responded to family or home as a factor that affects their proficiency level with 27 or 12.92%. According to Dela Cruz(2002), family or home represents the primary environment in which young children grow and develop. This is the foundation of their well being and of their becoming successful someone someday. She also stated that parents, as part of their challenge, should try to reflect on what they are doing and should develop in their children the craving to learn further and more. Bagamaspad (2006) also stated that the inability of parents to guide their children due to illiteracy, lack of parent's interest to follow up their children, lack of technical advancement, and family problems particularly financial, and intimacy among the family members seriously affect student's language skills development.

### **CONCLUSIONS**

Based from the findings, the following conclusions were drawn:

1. Majority of the regular third year students have to improve and master their non-verbal English skills in context clues, correct usage and grammar, sentence structure, and correct use of punctuations. These were evidenced by their "poor" and "fair" proficiency level.
2. The third year students displayed a poor study or reading habits to cope with higher standards in learning, particularly English as a second language or(ESL).

### **RECOMMENDATIONS**

1. Based on the findings and conclusions of this study, the following insights are recommended: a) Update instructional materials; audio-visual materials) More opportunities for English teachers to further enhance their teaching competencies;



- b) Establish a reading program in their own schools to help non-readers improve their reading comprehension skills.
2. The findings of this study recommends that the teachers in English must give regular homework on reading lessons , story lessons, and grammar usage and sentence structure composition.

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