

The Impact of Grammatical Skills on English Language Proficiency of Grade 12 SHS Students

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Abstract: *The ultimate goal of this study was to assess the impact of grammatical skills on the English language proficiency of Grade 12 Senior High School Students. The study utilized the descriptive-correlational research design in which standardized research instruments were the primary tools for gathering data. The respondents of the survey were the 295 Grade 12 General Academic Strand (GAS) students of San Ildefonso National High School. All the data collected were processed using the Statistical Package for Social Sciences (SPSS), and the results of the study were tabulated using the necessary tables. Results of the study revealed that the respondents have fair grammatical skills. Meanwhile, their English language proficiency was found to be at the proficient level. Furthermore, the findings of the study indicated that the grammatical skills of students did not significantly impact their English language proficiency. Therefore, the study accepted the null hypothesis which postulated that the grammatical skills do not have a significant impact on the English language proficiency of Grade 12 Senior High School students. Several intervention strategies were proposed based on the findings of the study.*

Introduction

Educational institutions aim for instructional and academic quality and excellence. This is often marked by the pursuit of the educational institution in the improvement of students' language proficiency. This is based on the belief that a student could go farther in achieving his lifelong dreams and goals if people around him well understand him and if he can express himself appropriately and competently in English, the so-called "universal language."

Thus, it is a Filipino's comparative advantage amongst non-native English speakers that he lives in a country where most of the people are academically equipped with proficiency and competency in oral and written English. "The Philippines is among the Top Asian Countries for English Language Proficiency" (2015) manifested some statistics on the proficiency test conducted by TOEFL (Test of English as a Foreign Language) in 2010. The scores were based on four test categories: Reading, Listening, Speaking, and Writing.

Based on the obtained results, the Philippines scored 88 and ranked 35th out of 163 countries worldwide. Among Asian countries that were included in the list, only Singapore (ranked 3rd with a score of 98) and India (ranked 19th with a score of 92) ranked higher than the Philippines. The numbers show that the English proficiency of Filipinos is relatively high compared to other Asian countries.

On the other hand, according to "English Proficiency of Pinoy Students" (2018), the level of English language proficiency of graduates from the Philippines is lower than the target English proficiency of High School students in Thailand based from the study conducted by the Hopkins International Partners, the official Philippine representative to the group called Test of English for International Communication (TOEIC). It was mentioned that the Philippines lags behind most of its ASEAN neighbors in terms of English proficiency. Furthermore, based on the findings of the study, the level of English proficiency affects the probabilities of Filipinos to get a job abroad.

In anticipation of the trend in globalization, Filipinos are expected to struggle the challenges posed by stiff competition from other countries in terms of job employment. Therefore, it is of equal importance to gain mastery and competency or oral and written communication in English which is a springboard towards the attainment of language proficiency in English. In the pursuit of future career provided by the global job market, Filipino students should maintain their interest in attaining analytical skills and language proficiency in English. As students move up to the educational hierarchy of academic levels, learning becomes more complex and challenging due to the lessons requiring critical thinking. This is where students rely on their previous knowledge of grammar to fully comprehend the context of the current level lessons in the English language.

Although most Filipinos are not native English speakers, they encounter little apprehension and difficulty in speaking grammatically correct English. It is found out that fifty percent of the problems in English grammar is due to the changes in the ending of words since Filipino languages do not have words that change their conclusions (Barcelon, 2017).

Grammar, regardless of country of origin or language, serves as a basis in meaningful and easily-comprehensible communication. When a message is relayed with correct grammar, the message is conveyed with ease of understanding. It is, however, of relevance to know the relationship between analytical skills and language proficiency in English.

While the study of grammar is indeed essential and necessary as it reveals how language works; it is often mistaken in the field of language teaching. It is viewed that grammar is a group of arbitrary rules about fixed structures in the language. There are claims that simple or basic structures of it do not have to be taught with so much emphasis, as the students will acquire them on their own, or if they are shown, the discussions should focus on complex grammar lessons. Despite learning English for years in schools, students still have difficulty to use the language effectively which results in low linguistic proficiency level. Most of the students

have a problem with speaking the second language, especially in the English class. It can be more stressful when they are expected to speak in the second language before proficiency is achieved. Therefore, it is very crucial for students to be proficient in English so that they can use the language efficiently for academic purposes and later in the professional setting.

On the other hand, students who are skilled in English will have better chances to be employed by multinational companies after graduation. It is interesting to note that the provision of Senior High School Curriculum by the Department of Education (DepEd) does not include English as a subject that has the content of basic grammar lesson. Instead, English subjects in SHS are academic and purposive requiring students' proficiency and extensive understanding and familiarity of the language. Expectations are built that after completing Junior High School, students should have acquired sufficient knowledge and skills in grammar necessary in understanding more complex English subjects in the higher levels in high school.

Given the abovementioned issues and problems, this study examined the impact of grammatical skills on Senior High School students' English language proficiency.

Significance of the Study

The findings of the study might provide information beneficial to the following:

Language Learners. The learners may gain sufficient knowledge of how their analytical skills would affect their English language proficiency. Thus, students could give much more emphasis and attention in learning English Grammar to be proficient and skilled in the second language they are using.

Language Teachers. Findings of the study may provide the teachers information regarding the levels of students' analytical skills, as well as, their levels of English language proficiency which can be used as a springboard for relevant grammar lessons needing emphasis for the attainment of English language proficiency.

Curriculum Developers. The results of the study may interest the curriculum developers to consider the re-integration of grammar lessons in the English Subjects in Senior High School Curriculum for cognitive review and strengthening of students' skills in English language.

School Administrators. With this study, school administrators and principals may gather data on the relevance of teaching grammar. This study may guide them in providing conducive teaching-learning atmosphere and instructional strategies.

Future Researchers. This study may serve as an essential piece of literature that future researchers can utilize for further studies. This can be used as a springboard to gather more reliable and valid information based on their field of interest.

Theoretical/Conceptual Framework

The study was premised on the Cognitive Theory of Grammar. According to Broccias (2008), grammar is a "structured inventory of conventional linguistic units." Any linguistic remarks or expression is defined as an association between a semantic and phonological structure. Any linguistic expression is considered a symbol. Thus, grammar is viewed as a collection of conventional symbolic units that bear meaning to achieving a common understanding. Therefore, cognitive grammar is a language-based approach to grammar that emphasizes symbolic and semantic definitions of theoretical concepts that have traditionally been analyzed as purely syntactic.

In English classes, mainly when dealing with grammar, the teacher discusses the rules and gives examples to students. Mastering grammar rules help a language learner to be aware of how to use the words in constructing good sentences, sentences to series of paragraphs and from paragraphs to writing compositions or oral speeches. A learner himself can articulate his ideas in both writing and speaking activities easily if he is aware of the structures of language caused by the explicit teaching of grammar.

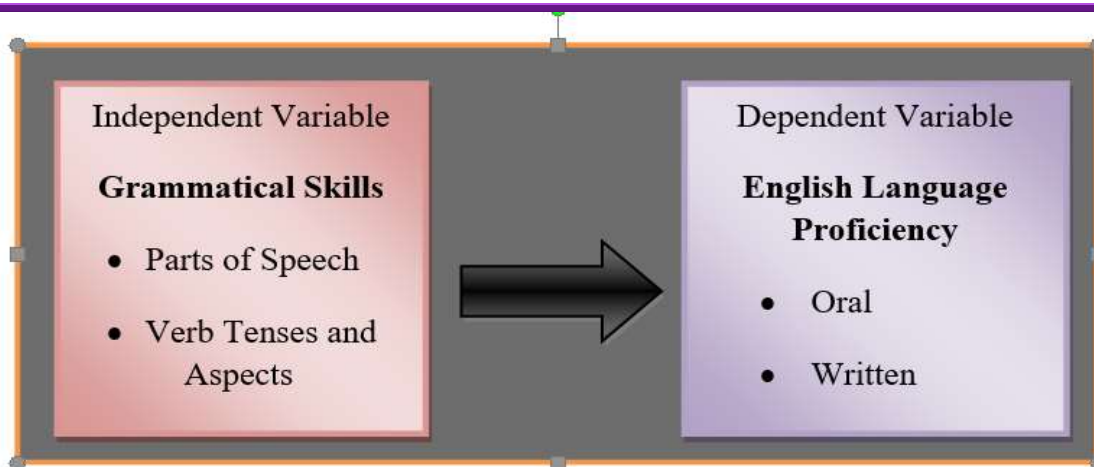


Figure 1. Conceptual Model of the Study

Thus, the study attempted to determine the impact of analytical skills on students' English language proficiency.

Figure 1 presents the conceptual model of the study that was utilized to determine the impact of independent variable, grammatical skills: parts of speech, verb tenses and aspects, and grammar usage; to the dependent variable, the English language proficiency: oral and written, of the Grade 12 Students of San Ildefonso National High School.

Statement of the Problem

The major concern of the study was to determine the impact of grammatical skills on English language proficiency of the Grade 12 Students of San Ildefonso National High School.

Specifically, the study sought answers to the following research questions:

1. What is the level of grammatical skills of the Grade 12 students in terms of the following parameters:
 - 1.1 Parts of Speech;
 - 1.2 Verb Tenses and Aspects; and
 - 1.3 Grammar Usage?
2. What is the level of English language proficiency of the Grade 12 students based on:
 - 2.1 Oral language proficiency; and
 - 2.2 Written language proficiency?
3. Do the students' grammatical skills significantly impact their English language proficiency?
4. What intervention strategies may be proposed from the findings of the study?

Hypothesis of the Study

The following hypothesis was tested at .05 level of significance:

H₀: Grammatical skills do not have a significant impact on the English language proficiency of the Grade 12 students.

Definition of Terms

The following terms were defined as conceptually and operationally for a better understanding of the study:

English Language Proficiency. Theoretically, it refers to the ability of students to use the English language correctly and to communicate meaning in spoken and written situations (English Language Proficiency, 2016). In this study, it refers to the proficiency of the Senior High School Students based on their average grades in the English subjects taken when they were in Grade 11 which require practical understanding and correct usage of English language.

Grammar Usage. Operationally, this refers to the knowledge and skills of students on how to use the rules and mechanics of grammar in meaningful sentences.

Grammatical Skills. Conceptually, it refers to the skills and proficiency on the branch of linguistics that deals with the form and structure of words (morphology), and their interrelation in sentences (Grammar, 2017). Operationally, this study refers to the prior knowledge of students in grammar and their proficiency through answering a grammar test.

Parts of Speech. Conceptually, they refer to the words that are classified according to their functions in sentences and for logical analysis. The eight parts of speech are nouns, adjectives, adverbs, prepositions, conjunctions, pronouns, verbs, and interjections (Parts of Speech, 2017). In the context of this study, this refers to the knowledge and skills of students in identifying the eight parts of speech such as noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection.

Verb Tenses and Aspects. Operationally speaking, they pertain to the understanding and skills of students on the use of proper tenses and aspects of verbs in sentences. Students who are skilled in verb tenses and aspects understand simple, progressive, perfect and perfect continuous tenses; they know how to use them to arrive at grammatically correct and meaningful sentences.

Scope and Delimitation of the Study

The main focus of the study was to determine the impact of grammatical skills on the English language proficiency of the Grade 12 students.

The students' grammatical skills in terms of parts of speech, verb tenses and aspects, and grammar usage were assessed using a standardized grammar skills questionnaire. On the other hand, English language proficiency was categorized into oral and written and were based on their average grades in the English subjects in Grade 11 such as Oral Communication in Context, 21st Century Literature from the Philippines and the World, English for Academic and Professional Purposes, Reading and Writing Skills, and Creative Writing.

The respondents of the study were the 295 Grade 12 General Academic Strand (GAS) students of San Ildefonso National High School, Poblacion, San Ildefonso, Bulacan. The study was conducted during the Second Semester of School Year 2018-2019.

Research Methodology

This section presents the method and techniques, respondents, research instrument, data gathering procedure and data processing and statistical treatment utilized in the study.

Methods and Techniques

The descriptive-correlational method of research was utilized in the study to determine the impact of students' grammatical skills on their English language proficiency.

Descriptive research was used to describe characteristics of a population or phenomenon being studied. The characteristics used to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories. It uses quantitative measurement to describe certain phenomena. On the other hand, correlational research exhibits a statistical measure of a relationship between two or more variables. Also, it gives an indication of how one variable may predict another.

Respondents of the Study

The respondents of the study were the entire population of two hundred ninety-five (295) Grade 12 students in the General Academic Strand of San Ildefonso National High School, Poblacion, San Ildefonso, Bulacan during the Second Semester of School Year 2018-2019.

Instruments of the Study

The main research instrument was a standardized grammar proficiency test adapted from the study conducted by Kinch (2011) consisting of basic and essential grammar topics such as parts of speech, verb tenses and aspects and grammar usage which measured the actual grammatical skills of the Grade 12 students.

In terms of English language proficiency, students' report cards were borrowed from the class advisers in Grade 12 with prior approval of the school principal. The average grades of students in Oral Communication in Context and English for Academic and Professional Purposes were referred as their oral language proficiency while the average grades in subjects Creative Writing, Reading and Writing Skills and 21st Century Literature from the Philippines and the World served as their written language proficiency. Then, the average grades of students in both oral and written were computed in order to determine the level of students' English language proficiency.

Data Gathering Procedure

The mode of data gathering was the standardized grammar proficiency test. Each of the respondents was given a 20-item standardized grammar test which measured their actual grammatical skills in terms of parts of speech, verb tenses and aspects, and grammar usage.

On the other hand, the English language proficiency of the learners in terms of oral and written was quantified by requesting and obtaining their average grade points (GPAs) in the English subjects in Grade 11 from the previous School Year 2017-2018. Average grades in Oral Communication in Context and English for Academic and Professional Purposes were considered as their oral language proficiency. Meanwhile, average grades in Creative Writing, Reading and Writing Skills, and 21st Century Literature from the Philippines and the World served as their written language proficiency.

In gathering the data, the researcher carried out the following procedure:

1. A letter was sent to the Schools Division Superintendent of Bulacan to seek permission for the distribution of the standardized instrument that was used in the study.
2. With the endorsement, the researcher sought permission from the school head of San Ildefonso National High School for the distribution of the research instruments. With the approval, the researcher distributed and administered the grammar test to the respondents personally.

3. The researcher collected the test papers personally from the respondents and ensured that all the items in the test were answered.
4. Data collected were tabulated and subjected to appropriate statistical tools.

Data Processing and Statistical Treatment

The data collected were tabulated and processed using the Statistical Packages for Social Sciences (SPSS). The findings were presented using the necessary tables. In order to analyze and interpret the data gathered, the following statistical measures were used:

The grammatical skills of the students were quantified and described using a standardized grammar proficiency test which is composed of 20 items. Weighted mean was utilized in order to determine the level of students' grammatical skills and their level of English language proficiency in both oral and written. Meanwhile, to evaluate the influence of the predictor variables to the criterion, a correlational study was employed in which the relationship between or among variables was assessed and determined (Joseph, 2014).

The grammatical skills of students were assessed and described into five levels using the following range of scores. The respondents' scores from the grammar proficiency test ranged from "Poor" (0-4), "Fair" (5-8), "Average" (9-12), "High" (13-16) and "Very High" (17-20).

Range of Scores	Scoring Range	Description	Verbal Interpretation
17 – 20	4.50-5.00	Very High	The student has correctly answered almost or all the questions and demonstrated effective skill in responding to the task. Very high level of grammatical skills
13 – 16	3.50-4.49	High	The student has correctly answered majority of the questions and demonstrated competent skill in responding to the task. High level of grammatical skills
9 – 12	2.50-3.49	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical skills
5 – 8	1.50-2.49	Fair	The student has correctly answered only few of the questions and demonstrated developing skill in responding to the task. Fair level of grammatical skills
0 -4	1.00-1.49	Poor	The student has not correctly answered majority of the questions and showed little or no skill in responding to the task. Poor level of grammatical skills

On the other hand, the English language proficiency was quantified and categorized into five levels using the Level of Proficiency set by the Department of Education through DepEd Order No. 73 S of 2012 or the General Guidelines for the Assessment and Rating of Learning Outcomes. The different levels are as follows: "Beginning" (74 % and below), "Developing" (75-79), "Approaching Proficiency" (80-84), "Proficient" (85-89) and "Advanced" (90 and above).

Average Grades in English Subjects	Level of Proficiency	Verbal Interpretation

90 and above	Advanced (A)	The student at this level exceeds the core requirements in terms of knowledge, skills and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks.
85-89	Proficient (P)	The student at this level has developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.
80-84	Approaching Proficiency (AP)	The student at this level has developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
75-79	Developing (D)	The student at this level has the minimum knowledge and skills and core understanding of language, but needs help throughout the performance of authentic tasks.
74 and below	Beginning (B)	The student at this level struggles with his/her understanding of language; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.

After describing the grammatical skills and English language proficiency of the respondents, the variables were subjected to a regression analysis to quantitatively assess the impact of grammatical skills on the English language proficiency of students. Regression analysis procedure statistically quantifies the degree or the magnitude of effect an independent variable cause to a dependent variable (Joseph, 2014).

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyses, and interprets the data collected in the study.

Parts of Speech. As can be gleaned from Table 1, the grammatical skills of Grade 12 students in terms of parts of speech are "average" as evidenced by the weighted mean of 2.56. Generally, the result clearly shows that the students have correctly answered some of the questions and demonstrated adequate skill in responding to the task.

Verb Tenses and Aspects. As can be observed from Table 1, the grammatical skills of students in terms of verb tenses and aspects are "fair" as indicated by the computed weighted mean of 2.46. Certainly, the result shows the students have correctly answered only a few of the questions and demonstrated developing skill in responding to the task. With almost similar result, Muhlisin & Salikin (2015) found out that majority of students' mastery of grammar tenses and aspects was not evident and categorized as "fail" despite having such lengthy instructional practice.

Additionally, having said that they have a perception regarding the relevance of learning English grammar did not yield their mastery of tenses and aspects. The result may be rooted in students' study habits, teachers' delivery of instruction and the type of language models or samples they were exposed to during the actual teaching of grammar.

Grammar Usage. Table 1 also shows the grammatical skills of students in terms of grammar usage. Based on the obtained result, students have "fair" skills in using grammar correctly as proven by the weighted mean of 2.43. Precisely, the result shows the students have correctly answered only a few of the questions and demonstrated developing skill in responding to the task.

In connection, MacFarlane (2015) revealed that learners showed a lack of understanding of some aspects of grammar. Lack of confidence in grammar was also found out.

Table 1

Students' Level of Grammatical Skills in terms of Parts of Speech, Verb Tenses and Aspects, and Grammar Usage

Indicators	Mean	Description	Verbal Interpretation
Parts of Speech	2.56	Average	The students have correctly answered some of the questions and demonstrated adequate skill in responding to the task.
Verb Tenses and Aspect	2.46	Fair	The students have correctly answered only few of the questions and demonstrated developing skill in responding to the task.
Grammar Usage	2.43	Fair	The students have correctly answered only few of the questions and demonstrated developing skill in responding to the task.
Average	2.48	Fair	The students have correctly answered only few of the questions and demonstrated developing skill in responding to the task.

Summarily, students' grammatical skills in terms of parts of speech, as shown by the weighted mean score of 2.56 is classified as average and relatively higher than the skills of students in verb tenses and aspects and grammar usage with the weighted mean scores of 2.46 and 2.43 respectively, and only classified as fair.

Generally, the level of students' grammatical skills is classified as fair or average as evidenced by the computed average score of 2.48 and it merely denotes that the students have correctly answered only a few of the questions and demonstrated developing talent in responding to the task. Wang (2010) stated that, with the absence of grammar, language, communicative knowledge, as well as competence, are just "castles in the air."

This means that the proficiency in the use of the language would not be met; thus, usual observance and emphasis on the teaching of grammar are required from teachers who teach the language. Likewise, focus on the fundamentals of teaching English grammar is necessary to develop the skills on how students use the language that they learn and to independently.

Students' English Language Proficiency

Oral Language Proficiency. As can be gleaned from Table 2, oral language proficiency of Grade 12 students in sections Molave, Gmelina, Mahogany, Talisay, Apitong and Kamagong recorded an average grade of 84 and section Acacia with 83, all belonging to Approaching Proficiency level. Results revealed that students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and some assistance from peers, can transfer these understandings through authentic performance tasks.

Table 2

Oral Language Proficiency

Section	Oral L.P	Description	Verbal Interpretation
Narra	93	A	The students exceeded the core requirements in terms of knowledge, skills and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks.
Molave	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these

				understandings through authentic performance tasks.
Table 2 (Continued)				
Acacia	83	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.	
Gmelina	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.	
Mahogany	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.	
Apitong	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.	
Kamagong	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.	
Average	85	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.	

Meanwhile, section Narra, the pilot section in Grade 12 Curriculum, recorded an average grade of 93 which fell under Advanced level. It means that the students have exceeded the core requirements in terms of knowledge, skills, and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks. Generally, the oral language proficiency level is computed with the mean score of 85 and described as "Proficient." Results exhibited that the students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

Written Language Proficiency. As exhibited in Table 3, the written language proficiency of students in sections Molave, Acacia, Gmelina, Talisay, and Kamagong garnered an average grade of 84 and is described as "Approaching Proficiency." It means

that students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and some assistance from peers, can transfer these understandings through authentic performance tasks.

Meanwhile, the sections of Mahogany and Apitong with an average grade of 85 is described as "Proficient" and revealed that the students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

On the other hand, the section of Narra with an average grade of 93 is described as "Advanced," therefore, the students have exceeded the core requirements in terms of knowledge, skills, and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks. In general, Senior High School Students recorded an average grade of 85.375 and is categorized as "Proficient." It means that students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

Similarly, Robinson and Feng (2016) revealed in their study that students could make satisfactory progress in developing their writing when research-based strategies such as grammar teaching are implemented during writing instruction. He mentioned that teachers need to have more pieces of training for their students to increase their knowledge and understanding.

Table 3

Written Language Proficiency

Section	Written L.P	Description	Verbal Interpretation
Narra	93	A	The students exceeded the core requirements in terms of knowledge, skills and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks.
Molave	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Acacia	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Gmelina	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Mahogany	85	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.
Talisay	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Apitong	85	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

Kamagong	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Average	85.375	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

As can be gleaned in Table 4, in terms of the overall English language proficiency of each section, Molave, Acacia, Gmelina, Talisay, Apitong and Kamagong recorded an average grade of 84 which is described as "Approaching Proficiency", Mahogany garnered an average grade of 85 and is classified as "Proficient" and Narra with 93 and described as "Advanced". In summary, Grade 12 students' English language proficiency in terms of both oral and written is described as "Proficient" as evidenced by the computed mean score of 85.25. Findings of the study suggest that in terms of the language proficiency of in both oral and written, students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

Table 4

Overall English Language Proficiency

Section	Overall L.P	Description	Verbal Interpretation
Narra	93	A	The students exceeded the core requirements in terms of knowledge, skills and understanding of language, and can transfer them automatically and flexibly through authentic performance tasks.
Molave	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Acacia	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Mahogany	85	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.
Talisay	84	AP	The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Apitong	84	AP	The students have developed the fundamental knowledge and skills and core understanding

Kamagong	84	AP	of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks. The students have developed the fundamental knowledge and skills and core understanding of language, and with little guidance from the teacher and/or some assistance from peers, can transfer these understandings through authentic performance tasks.
Average	85.25	P	The students have developed the fundamental knowledge and skills and core understanding of language, and can transfer them independently through authentic performance tasks.

With similar results, Takahashi (2014) and Studer & Konstantinidou (2015) recorded moderate or average scores on the overall English language proficiency test of their participants. Thus, the conclusion has been made that improvement in teaching the language effectively is necessary.

Impact of Students’ Grammatical Skills on Students’ English Language Proficiency

Results of the regression analysis and as manifested by Table 5 reveal that the grammatical skills in terms of parts of speech, verb tenses and aspects and grammar usage contribute to the English language proficiency of Grade 12 students but not to a significant extent as evidenced by the Beta coefficients of 0.234, 1.217 and 0.914 respectively with computed p-value that exceeds .05 alpha. Though insignificant, the B coefficient values signify that in every unit increase in the engagement of analytical skills in terms of parts of speech, verb tenses and aspects and grammar usage will mean .006, .019, and .012 corresponding increase in the English language proficiency of the students.

Meanwhile, the obtained F-ratio of 1.784 is not found significant since the associated probability of .250 greatly exceeds .05 alpha. The results suggest that the analytical skills of the students in the three parameters are not considered significant predictors of the English language proficiency of the Grade 12 students of San Ildefonso National High School.

Therefore, the study accepted the null hypothesis which states that grammatical skills do not have a significant impact on the English language proficiency of Grade 12 students. In spite of studies that show a positive correlation between students' grammar mastery and their language proficiency, numerous studies have also shown that the traditional teaching of grammar such as diagramming sentences and memorizing parts of speech don't help and may even hinder students from becoming better writers. Learning grammar is a must for them but not in the old way (Navarre, 2014).

Table 5

Regression Analysis of Grammatical Skills on English Language Proficiency

Variables	Unstandardized Coefficients		Beta	Standardized Coefficients	
	B	Std. Error		T	Sig.
(Constant)	91.608	1.298		70.588	0
Part of Speech	0.006	0.009	0.232	0.653	0.538
Verb Tenses and Aspects	0.019	0.008	1.217	2.233	0.067
Grammar Usage	0.012	0.006	0.914	1.874	0.11

R-squared = .472

F-value = 1.784

p-value = .250

alpha = 0.05

To Barraquio (2015), students got failed in the areas of sentence structure, subject-verb agreement, and sentence formation. Students viewed grammar as profoundly essential and prerequisite to the correct use of language. It was found out that there was no significant relationship between the overall perceptions on the importance of studying grammar to the proper use of English. Furthermore, grammar was seen to be highly relevant in writing and speaking as viewed by both teachers and students. Thus, research

findings exhibited that grammar was relatively essential in the improvement of identified competencies in English among students. Therefore, school administrators should consider making all freshmen students take up English 101 or Remedial English.

Proposed Intervention Strategies from the Findings of the Study

Based on the findings of the study, the researcher deemed it necessary for the provision of the following intervention strategies:

1. Seminar-Workshops on enhancing English grammatical skills may be incorporated in English subjects, and culminating activities in Senior High School Curriculum wherein students will be the main participants.
2. Implementation and strengthening of English-Speaking Policy in school, especially in classrooms, that would make students speak the English language more often.
3. Provision of peer tutoring between and among students through student organization programs with language teachers serving as facilitators.
4. Close monitoring and supervision of the curriculum can also be a way to improve and level up students' English language proficiency.

Conclusions

In light of the findings of the study, the following conclusions were drawn:

1. The students have average grammatical skills in terms of parts of speech while fair at verb tenses and aspects and grammar usage. In general students' grammatical skills is fair.
2. Being proficient in the English language indicates that students have satisfactory skills and abilities in using the language for both oral and written.
3. The null hypothesis that "grammatical skills do not have a significant impact on the English language proficiency of Grade 12 students" is accepted.
4. The findings require suggested intervention strategies to help strengthen and improve the necessary skills and abilities of students in the English language and to have general awareness regarding students' grammatical skills and language proficiency.

Recommendations

Based on the findings and conclusions of the study, the following suggestions are as a result of this offered:

1. That the language teachers provide innovative techniques, strategies, and activities that would further improve and develop students' grammatical skills.
 2. That the language learners be aware of their English language proficiency for further enhancement and improvement that is essential for active learning and communication purposes.
3. That the language teachers, head teachers, and school principals evaluate the anxiety and apprehensions being experienced by the students and devise appropriate ways and strategies to get rid of such devastating conditions.
4. That the future researchers conduct thorough experimental investigations on the practical impact of students' grammatical skills on their language proficiency at all aspects.

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Appendix A
Permission Letter

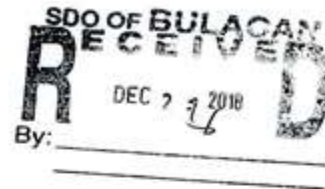


La Consolacion University Philippines
(formerly University of Regina Carmeli)



December 20, 2018

ZENIA G. MOSTOLES, Ed.D, CESO V
Schools Division Superintendent
City of Malolos, Bulacan




Ma'am:

Greetings of peace!


The undersigned would like to ask your permission to allow him to conduct his data gathering for his thesis project entitled "**THE RELATIONSHIP OF GRAMMATICAL SKILLS AND ENGLISH LANGUAGE PROFICIENCY OF GRADE 12 SENIOR HIGH SCHOOL STUDENTS**" on the Second Semester of School Year 2018-2019. This is to fulfill the requirements for the degree Master of Arts in Education (MAE) Major in English at La Consolacion University Philippines. In this regard, I would like to distribute and administer a standardized research instrument to the Grade 12 General Academic Strand Students at San Ildefonso National High School. Also, I would like to request for their grades in five English subjects in Senior High School such as Oral Communication in Context, English for Academic and Professional Purposes, Creative Writing, Reading and Writing Skills and 21st Century Literature from the Philippines and the World for they will be used as bases for their English language proficiency in both oral and written. Attached herewith is my research instrument for your checking and evaluation.

Hoping for your favorable response on this matter.

Respectfully yours,


ALEJANDRO G. ALBARICO
Researcher

Noted by:


PROK. JANET R. VALDEZ
Adviser

Approved by:


DR. ALVIN V. NUQUI
Dean, Graduate School



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SDO OF BULACAN
RELEASED
JAN 15 2019
By: _____

1st Endorsement
January 3, 2019

Respectfully returned to Mr. Alejandro G. Albarico, researcher from La Consolacion University Philippines, City of Malolos, interposing no objection on the request to distribute and administer a standardized research instrument to Grade 12 General Academic Strand students of San Ildefonso National High School, San Ildefonso, this division, in connection with the study entitled "The Relationship of Grammatical Skills and English Language Proficiency of Grade 12 Senior High School Students," provided that:

1. proper coordination with the school head shall be made;
2. teacher-learners contact hours shall not be affected;
3. compliance to research ethics shall be ensured;
4. no government fund shall be used for this study; and
5. data gathered shall be treated with utmost confidentiality and shall be used solely for research purposes.

As per request for copy of target student-respondents' grades in five English subjects in Senior High School, researcher is advised to seek permission from the students, teachers and school heads concerned.

For guidance and compliance.

ZENIA G. MOSTOLES, Ed.D., CESO V
Schools Division Superintendent

61-64.19
8.36

Appendix B
Instrument of the Study

Dear Respondent,

The undersigned researcher is asking for your full cooperation in the conduct of this study. Please respond to the following survey questionnaires in order to gather the necessary information for the thesis paper entitled: **The Impact of Grammatical Skills on the English Language Proficiency of Grade 12 Senior High School Students.**

English Grammar Proficiency Test

Kinch (2011)

Part I: Parts of speech

Choose the correct part of speech for the capitalized word from the bank and write the appropriate letter in the blank. Some answers will be used more than once, and some may not be used.

a. Noun	b. Adjective	c. Verb	d. name	e. pronoun
f. interjection	g. preposition	h. adverb	i. conjunction	j. exclamation

1. Sometimes, HE gets out and goes into another room. *HE* is a/an _____
2. He bites his own REFLECTION in the mirror. *REFLECTION* is a/an _____
3. He may be slow, but he can disappear in a HURRY. *HURRY* is a/an _____
4. SPEEDY likes to eat worms covered in dirt. *SPEEDY* is a/an _____
5. Although he's short, he's a VERY good swimmer. *VERY* is a/an _____
6. Speedy likes to escape FROM his cage when no one is home. *FROM* is a/an _____
7. I have a PET turtle named Speedy McSpeederson. *PET* is a/an _____
8. He also likes to EAT tons of strawberries in the morning. *EAT* is a/an _____
9. When the weather is bad, he can hide for days AND days. *AND* is a/an _____
10. WOW! I sure am glad when I find him. *WOW* is a/an _____

Part II: Verb Tenses and Aspects & Grammar Usage

Choose the best answer to either complete the sentence or answer the question and write the appropriate letter in the blank.

11. Her uncle prefers that she _____ with him personally.
 - a. speaks
 - b. has spoken
 - c. speak
 - d. is speaking
12. The greater the demand, the _____ price.
 - a. the higher
 - b. higher

- c. the greater
- d. greater
13. It is he _____ the committee has chosen.
- a. which
- b. that
- c. who
- d. whom
14. Give the money to John or _____.
- a. I
- b. me
- c. myself
- d. mine
15. If she had offered pie, I would have wished to _____ some.
- a. have eaten
- b. have ate
- c. eat
- d. had eaten
16. I was able to _____ down for _____ hours than him.
- a. lay; fewer
- b. lie; fewer
- c. lay; less
- d. lie; less
17. People demand that the troops BE withdrawn. BE is in what mood?
- a. indicative
- b. imperative
- c. subjunctive
- d. infinitive
18. Which of the following sentences contains a contact clause?
- a. The boy we met yesterday is very nice.
- b. A seaman is someone who works on a ship.
- c. Do you know the girl who is talking to Tom?
- d. Is this the shop where you bought your bike?
19. He can SWIM. SWIM is what kind of verb?
- a. gerundive
-

- b. modal
- c. transitive
- d. infinitive

20. Which of the following sentences shows the past perfect simple tense?

- a. She opened her birthday presents and then the whole family went to the zoo.
- b. Simon was playing on the computer.
- c. I ate pancakes for breakfast.
- d. Before her sixth birthday, Jane had never been to the zoo.