

**ENGLISH LEARNING INTERVENTION FOR SENIOR HIGH (ENGLISH) TUTORIAL: A LITERACY
PROGRAM FOR LEARNERS WITH LOW GRAMMATICAL COMPETENCE**



RONALD D. ROMERO
Teacher II
Biñan City Senior High School-Timba Campus

ABSTRACT

Undeniably, the level of English language proficiency of Senior High School (SHS) learners is alarming, especially for the Non-Academic Track. Similar to the results of the study conducted by the Philippine Institute of Development Studies (PIDS) in 2020, the observation of the teacher-researcher on the competencies of the learners is poor, even on the basics. This study addressed and provided an intervention program to enhance the Grammatical Competence of the learners in Biñan City Senior High School-Timba Campus. The English Learning Intervention for Senior High (EngLISH) tutorial was implemented and improved the knowledge of the selected Grade 12 learners on the basics of grammar, particularly, Parts of Speech and Grammar Rules. Using the validated teacher-made Grammar Judgement Test (GJT), the levels of Grammatical Competence of the learners were revealed in the pre-test and post-test. None of the respondents passed the GJT in the pre-test identifying the learners are Less Competent and Not Competent, while after the post-test twelve out of thirteen participants were identified as Highly Competent. The results from the Paired T-Test indicate that the intervention program has significantly improved the grammatical competence of the learners after the implementation. There were implications reflected after the implementation of the study and recommendations were provided based on the findings.

Keywords: English proficiency, grammatical competence, intervention program

INTRODUCTION

English is included in the educational curricula at the primary, secondary, and tertiary levels (Mariñas & Ditapat, 2000; Solis et al., 2013), and is considered the second language in the Philippines. Considering the Executive Order No. 210 of the Philippines and Department of Education (DepEd) Order No. 36, S. 2006 which indicate strengthening the use of the English language by making it the primary medium of instruction in all public and private secondary schools, it is expected that the Senior High School (SHS) learners are already knowledgeable about the basics of English Grammar. Despite the intensive implementation of these mandates, still, the English language proficiency of the SHS learners is alarming. In 2020, the Philippine Institute of Development Studies (PIDS) revealed in one of their first-quarter issues, "Some students lack basic Senior High School competency," there are SHS students who cannot construct basic grammatically correct English sentences. The study also showed that the problem is evident particularly to the non-Academic track students who submit their outputs for compliance's sake alone. These indicate the problem with the English proficiency of SHS learners, which affects their academic performance in general.

In the study by Sioco and De Vera (2018), entitled Grammatical Competence of Junior High School (JHS) learners, they concluded that learners need to enhance their level of grammatical competence in subject-verb agreement. In addition, the study of Bernal (2014) revealed that students could occasionally identify and apply few grammar rules, resulting in a below-average proficiency level in English Grammar. The findings of the various studies

that reflect the need to address the existing low English proficiency of the learners served as the main reason for the researcher to conduct this study. Based on the observation of the researcher of the SHS learners in the past three years of teaching in the public school, a phenomenon of having low English language proficiency truly exists. Hence, as a language teacher, it is expected to conduct an intervention for the learners to improve their literacy skills. Through this, learners' English proficiency may be developed and improved particularly their grammatical competence. Lastly, other SHS teachers may also use EngLISH tutorials for their learners once the intervention is proven effective.

Similar to the scenarios revealed from the studies about the learners' low level of grammatical competence, the performance of the SHS learners of Biñan City Senior High School-Timba Campus is alarming. Based on the observation of the teacher-researcher, most learners have difficulty constructing sentences and recognizing the basic rules of Grammar. As a result, they tend to submit outputs for compliance's sake. They do not even care about the quality of their outputs. Indeed, some learners submit their outputs, especially in this pandemic, for compliance's sake, and worst is, they will not submit any written output. Since the learners are using modules to study their lessons, few admit that they cannot understand the English text in their modules because they can hardly comprehend the English language. Therefore, the teachers end up translating the text, particularly the instructions in the Filipino language.

As a language teacher, it has been observed that most of the learners do not know and apply the rules in Grammar. Some are not even familiar with the basics. These

reasons lead to their difficulty and poor performance in writing. Another alarming result that needs to be addressed was the Reading Comprehension Test conducted by the teacher-researcher. The test was conducted as one of the procedures in their school project, namely, PROJECT PASSED (Peer Advising Support for Students' Empowerment and Development). The total number of learners enrolled in Grade 11 last June 2019 was 187 learners where, only 7% passed the test with a total number of 13 learners, while 72% failed the test with a total number of 135 students, and 21% did not take the test with a 39 number of learners. For Grade 12, there were 235 learners enrolled, and only 14% passed the test with a total number of 33 learners, while 62% failed the test with a total number of 144 learners, and 25% did not take the test with a 58 number of learners. Though the test conducted was focused on Reading Comprehension still, it may be linked to the learners' English proficiency.

In line with the observations, in the study, the teacher-researcher helped the learners enhance their ability to recognize the basic rules in Grammar and improved their writing skills, especially in constructing sentences. To achieve the objectives of this study, the researcher taught the learners basic lessons in English Grammar. Since the Senior High School Program curriculum does not provide any subject that focuses on teaching English grammar, the researcher conducted the EngLISH tutorial as an intervention. This means that a separate time will be used for performing it.

This research aimed to enhance the grammatical competence of Grade 12 learners of Biñan City Senior High School-Timba Campus during the first semester of SY 2022-2023 through EngLISH tutorial

program. Specifically, it sought to answer the following questions:

1. What are the grammatical competence levels of the participants in the pre-test and post-test?
2. Is there a significant difference between the pre-test and post-test grammatical competence levels of the participants?
3. What are the implications of implementing the English Learning Intervention for Senior High (EngLISH) Tutorial?

METHODOLOGY

The selected Grade 12 learners of Biñan City Senior High School-Timba Campus for the SY 2022-2023 were the participants of this research. The researcher chose the learners based on their performance in their written outputs in their subject English for Academic and Professional Purposes (EAPP) and primarily, their scores on the Grammar Judgement Test. Generally, the learners who were identified with poor performance and participated in the face-to-face classes as permitted by their parents or guardians were selected as the participants of this study.

English Learning Intervention for Senior High was conducted through English tutorials. Specifically, basic lessons in English such as Parts of Speech and the Rules in English Grammar were covered since SHS learners need to learn and start from the basics. The teacher-researcher conducted the tutorials using various learning materials and exercises to ensure mastery of the lessons.

For the Pre-Test and Post-Test, a teacher-made Grammar Judgement Test was used to assess the participants' knowledge and proficiency. The Grammar

Judgement Test consists of 50 items focusing on Parts of Speech and Basic Grammar Rules. Multiple Choice was the type of test included in the Grammar Judgement Test.

Quantitative data analysis was used in this study. Responses in the data collection instruments were analyzed and interpreted. Descriptive and inferential statistics helped the researcher reveal the grammatical competence level of the participants in the pre-test and post-test as well as their differences. Observations and analysis were employed during the implementation of EngLISH Tutorial. Then, the researcher looked at and noted the implications.

The study employed descriptive and inferential quantitative methods for its data analysis. Descriptive statistics included frequency and percentage distribution. For inferential statistics, Paired T-test helped the teacher-researcher reveal the difference between the participants' pre-test and post-test scores. Descriptive analysis was employed as well to show the implications of the implementation of EngLISH Tutorial.

RESULTS

Grammatical Competence Level of the Participants in the Pre-test

Table 1 presents the grammatical competence level of the participants in their pre-test and post-test. After conducting the teacher-made grammar judgment test, the result in the table reveals that before the implementation of the EngLISH tutorial, the raw scores of the participants were low. As shown, the highest score was eighteen (18) and the lowest is nine (9). None of the participants got a passing score or identified as Moderately Competent (MC) nor Highly Competent (HC). Also, there were seven (7)

or 53.84% of the participants were identified as Less Competent and six (6) or 46.15% were Not Competent based on their raw scores.

On the other hand, the results after the implementation intervention program increased. Based on the table, 92.31%, meaning most of the participants were identified as HC. Only one (1) or 7.69% scored below forty which is thirty-eight and identified as MC. None of the participants was identified as Less or Not Competent. The results from the pre-test and post-test indicate that there were changes in the raw scores of the learners before and after the implementation of the EngLISH tutorials.

Table 1 Grammatical Competence Level in the Pre-test and Post-test

Learners/ Participants	Pre-Test (Raw Score)	Competency Level	Post-Test (Raw Score)	Competency Level
1	15	LC	43	HC
2	14	LC	40	HC
3	16	LC	43	HC
4	17	LC	42	HC
5	14	LC	41	HC
6	18	LC	45	HC
7	10	NC	42	HC
8	9	NC	43	HC
9	15	LC	49	HC
10	13	NC	40	HC
11	13	NC	41	HC
12	9	NC	38	MC
13	11	NC	40	HC
Mean	13.38	NC	42.08	HC

Legend: HC - Highly Competent (40-50), MC - Moderately Competent (27-39), LC - Less Competent (14-26), NC - Not Competent (0-13)

Difference between the Pre-test and Post-test Grammatical Competence Levels

Table 2 reveals the Paired T-Test results of the pre-test and post-test grammatical competence levels of the participants. As shown, the pre-test score (mean = 13.38; SD = 2.93) of the learners is lower compared to the post-test score (mean = 42.08; SD = 2.75). Standard deviations indicate that the post-test scores were slightly more consistent compared to the pre-test scores.

A Paired samples t-test was conducted to determine the effect of the EngLISH tutorials on the test scores of the learners. The results indicate a highly significant difference ($t = -35.700$, $df = 12$, $p <0.01$) between pre-test and post-test scores. The intervention has significantly improved the grammatical competence of the learners. The result indicates that the knowledge of the learners in basics of grammar particularly, Parts of Speech and Grammar Rules have been enhanced after conducting EngLISH tutorials. Additionally, it implies that there was progress in the English language proficiency of the learners.

Table 2 Paired T-Test results of the Pre-test and Post-test Grammatical Competence Levels of the Participants

	Mean	SD	t	p	Interpretation
Pre-Test	13.38	2.93	-35.700	<0.010	
Post-Test	42.08	2.75			Highly Significant

Implications of Implementing the EngLISH Tutorial

After conducting the EngLISH tutorials and revealing the results of this study, the researcher re-examines its significance and noted some implications. First, the schedule of tutorials must be set and treated as part of the regular schedule of learners. Although the researcher offered the intervention program to all grade 12 learners, only 15.48% or thirteen (13) out of seventy-four (74) joined because most of the learners do not prefer to spend an additional one (1) hour in school every day. Next, a longer period of teaching or conducting the EngLISH tutorials is ideal to cover all the basic topics in English grammar. Exposing the learners to more activities will help them to master the basics of English grammar as well. Hence, teachers may consider conducting tutorials with more activities, lessons, and assessments during the entire

semester. Another implication that has been observed was the low interest of the learners in improving their proficiency in the English language, especially those learners who were identified as Non-Competent (NC) based on their scores in the Grammar Judgement Test. Since the learners have a low interest in learning the English language and in improving their knowledge and skills it is ideal to integrate or include lessons on the basics of English grammar and other topics that may enhance their proficiency. Teachers may also use the first five to ten minutes of the class since the schedule of the learners is two hours every session. Lastly, since there are parents who did not allow the learners to participate in the intervention program, teachers must also conduct an orientation with the parents aside from the learners for them to be more aware of the situation of their children. They may also be enlightened about the purpose of the intervention and the opportunity that it gives to the learners.

DISCUSSION

The study assessed the level of grammatical competence of the learners through a teacher-made grammar judgment test which was validated by the experts. Following the criteria in selecting the participants of this study, the researcher has chosen thirteen (13) learners to be part of the EngLISH tutorials. Based on the results of the pre-test, none of the participants was identified as MC or HC. There were seven (7) or 53.84% of the participants were identified as Less Competent and six (6) or 46.15% were NC.

After the implementation of the intervention program, a post-test was conducted and it was revealed that 92.31%, meaning most of the participants were

identified as HC and only one (1) or 7.69% scored below forty and identified as MC. Generally, the results revealed that there were changes in the raw scores of the participants from the pre-test and post-test. Based on the Paired T-Test results of the pre-test and post-test grammatical competence levels of the participants there is a significant difference revealing the improvement brought by the intervention program.

On the implications documented by the researcher, the schedule of tutorials must be considered since the class schedule of the learners does not end at the same time. Next, the implementation of EngLISH tutorials must run within the entire school year to ensure that mastery of the basics is attained and various topics will be covered as well. In addition, teachers must create activities that will augment the interest of the learners in studying and learning the English language. Moreover, since some parents/guardians did not allow the learners to participate in the intervention program, it is ideal to conduct an orientation with the parents for them to be aware and enlightened on the importance of enhancing the learners' English language proficiency.

Based on the findings, it is recommended that the implementation of EngLISH tutorials must continue and be the basis for the Continuous Improvement Program (CIP) of the school. Furthermore, the following recommendations are proposed:

1. Language teachers must integrate the use of the English language in their lessons and augment topics on the basics of the language, especially grammar rules.
2. Since the intervention is proven effective and has a significant effect on the learners' grammatical competence, other English teachers may use the materials used in this

study or they may create their materials depending on the needs of the learners.

3. Teachers must encourage the learners to improve their English language proficiency and help them to realize its importance and value of it.
4. Furthermore, research may be conducted by focusing on other lessons or parts of the four domains of the English language such as reading, speaking, and listening.

ACKNOWLEDGEMENT

This first Action Research that the researcher completed will not be successful without the people and institutions who supported him in his journey as a teacher-researcher. His utmost gratitude and appreciation belong to the following:

First and foremost, all glory belongs to the Almighty God for answering the researcher's prayers and his endless guidance and blessings;

His family, friends, and colleagues for their undying moral support and assistance in completing this successful masterpiece;

Mr. Jerico F. Balmes, the school head, for his support and for encouraging the researcher to accomplish this study;

Mr. Edward R. Manuel, SEPS for Planning and Research, for his guidance and dedication to helping the researchers in Biñan City;

To the Instrument Validators, Mrs. Divina Maming, Mrs. Leonora Del Mundo, and Mrs. Fatima M. Magat, for sharing their expertise in checking and validating the Grammar Judgement Test; and

To all the learners, for serving as the inspiration of the researcher to wholeheartedly perform his responsibilities and show his passion for teaching.

REFERENCES

Bernal, M.B. (2014). The Level of Proficiency in Grammar of Grade 7 Students of Rinconada National Technical Vocational School. Division of City Schools City of Iriga. https://www.academia.edu/4647378/Full_VersionThe_Level_of_Proficiency_of_Grade_7_Students_of_RNTVS_Iriga_City

Cummins, J. (1992). Language Proficiency, Bilingualism, and Academic Achievement. From Bilingualism and Special Education: Issues in Assessment and Pedagogy. Pp. 16-26. http://web.pdx.edu/~fischerw/courses/advanced/methods_docs/pdf_doc/wbf_collection/0851-0900/0854_Cummins_profBilingAcad.pdf

Department of Education. DepEd Orders: No. 36, S. 2006 – Implementing Rules And Regulations On Executive Order No. 210 (Establishing The Policy To Strengthen The Use Of The English Language As A Medium Of Instruction In The Educational System). <https://www.deped.gov.ph/2006/08/22/do-36-s-2006-implementing-rules-and-regulations-on-executive-order-no-210-establishing-the-policy-to-strengthen-the-use-of-the-english-language-as-a-medium-of-instruction-in-the-educational-syst/>

Nerval, Mon. (2016). The Benefits of Tutorials. Childlink Learning Center and Childlink High School, Inc. <http://childlink.edu.ph/home/2016/06/23/the-benefits-of-tutorials/>

Official Gazette of the Republic of the Philippines. Office of the President of the Philippines. (2003). [Executive Order Nos. :201 – 300]. Manila : Malacañang Records Office. <https://www.officialgazette.gov.ph/downloads/2003/05may/20030517-EO-0210-GMA.pdf>

Philippine Institute for Development Studies. January-March 2020. Some students lack basic SHS competency. Vol.38 (1) pg. 6. Research Information Department. <https://pidswebs.pids.gov.ph/CDN/PUBLICATIO-NS/pidsdrn20-1.pdf>

Racca, R.M.A. B. & Lasaten, R.C. S., (2016). English Language Proficiency and Academic Performance of Philippine Science High School Students. International Journal of Languages, Literature and Linguistics, Vol. 2, No. 2, pp. 44-49, 2016. <http://www.ijlll.org/vol2/65-LL0011.pdf>

Sioco, E.C. & De Vera, P.V., (2018). Grammatical Competence of Junior High School Students. TESOL International Journal Vol. 13 Issue 1. <https://files.eric.ed.gov/fulltext/EJ1247221.pdf>

Solis, N.M. C., Eusebio, J.P. P., Hye Yu, S., Aguilar, M. D., Bayot, R. V., & Villaruel, J. (2013). Factors Associated with the English Proficiency of Elementary Pupils at Central Philippine University. Central Philippine University. Jaro, Iloilo City. https://www.academia.edu/8761470/Factors_Affecting_the_English_Proficiency_of_the_Elementary_Pupils