



English Language Proficiency Skills Among High School Students: Basis for an Intervention Program

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ABSTRACT

Speaking proficiency has special value anywhere in the world. It needs to be possessed by every individual to bring change to society. This clenches the amplified direction of the current study, where its primary objective is to assess the speaking skills of the SHS-HUMMS students of the DNHS. This study envisioned identifying the speaking factors in terms of grammar, vocabulary, aspects of discourse, pronunciation, and interaction. It utilizes the quanticorrelational descriptive method, which uses the purposive sampling procedure. Standardized rubrics for speaking skills were utilized, tabulated, and interpreted using the appropriate tools. This was further validated by the concurrent opinions of two language experts in the area of linguistics. Overall, the findings revealed a speaking peculiarity in proficiency. This surfaced after the data were treated with statistical measures using frequency and percentage, Kruskal-Wallis H-value for pairwise comparison, ANOVA, and Shapiro-Wilk for multi-variant normality. This was explained using a contingency table. Furthermore, the results showed no significant difference between the levels of indicators affecting speaking skills. Two factors that affected the respondents' speaking skills, however, were pronunciation and interaction. Overall, an intervention program was put in place in order to address the speaking problem of the respondents.

Keywords: *Speaking skill, intervention program, proficiency skill*

ABSTRAK

Kemahiran berbicara memiliki nilai khusus di manapun di dunia. Hal ini perlu dimiliki oleh setiap individu untuk membawa perubahan bagi masyarakat. Ini mengepalkan arah yang diperkuat dari studi saat ini, di mana tujuan utamanya adalah untuk menilai keterampilan berbicara siswa SHS-HUMMS dari DNHS. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor berbicara dalam hal tata bahasa, kosa kata, aspek wacana, pengucapan, dan interaksi. Penelitian ini menggunakan metode deskriptif kuantitatif korelasional dengan prosedur purposive sampling. Rubrik standar untuk keterampilan berbicara digunakan, ditabulasi, dan diinterpretasikan menggunakan alat yang sesuai. Hal ini selanjutnya divalidasi oleh pendapat bersamaan dari dua ahli bahasa di bidang linguistik. Secara keseluruhan, temuan mengungkapkan kekhasan berbicara dalam kemahiran. Ini muncul setelah data diperlakukan dengan ukuran statistik menggunakan frekuensi dan persentase, nilai H Kruskal-Wallis untuk perbandingan berpasangan, ANOVA, dan Shapiro-Wilk untuk normalitas multi-varian. Hal ini dijelaskan dengan menggunakan tabel kontingensi. Selanjutnya, hasil menunjukkan tidak ada perbedaan yang signifikan antara tingkat indikator yang mempengaruhi keterampilan berbicara. Namun, dua faktor yang memengaruhi keterampilan berbicara responden adalah pengucapan dan interaksi. Secara keseluruhan, program intervensi dilakukan untuk mengatasi masalah berbicara responden.

Kata Kunci: *Keterampilan berbicara, program intervensi, keterampilan kecakapan*

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INTRODUCTION

Good English, when used either in speaking or writing, is a necessity for every person. This will help to establish a clearer and better communication interaction. It is well known that English is generally spoken by most humans as their media to transfer intentions, such as giving services and asking for something. According to Jabbarova (2020), communication skills are extremely important and required in this age of globalization, particularly communication between nations. In addition, Rao (2019) stated that speaking is the most important skill to master among the four main skills required for learning a foreign or second language. In fact, producing utterances is challenging when students are asked by a teacher to share their ideas about certain topics in front of the class. They face various mistakes that make them have poor categories of good English-speaking skills, but it is possible to find people who can produce the different sounds of a foreign language appropriately; hence, they lack the ability to communicate their ideas correctly, but there are some people who have the ability to express their ideas clearly, which, at the same time, cannot pronounce all the words correctly. This idea is akin to the quest for language research that must be addressed in the present study.

The contextual set up of this research suggests that there is a need to examine the speaking skills of HUMMS students at Dalipuga National High School. According to the study of Sari & Syarfi (2014), students realized in which speaking's roles need more preparations, well-pronounced should be clear for each English class, it must be produced in grammatically correct, a good expressive and bodily language, text, and context are richly vocabularies and high confidence. Speaking, such as reading or writing, is crucial for learning. It is worthwhile to understand this fundamental attribute in the present study. There is a real need for speaking skills in students today (Eslit, 2019). Therefore, for students with worse speaking performance, remedial learning is required to strengthen their achievement. In this case, the teacher needs to implement an appropriate method and media to achieve the target aims for the current topic.

The purpose of this study was to assess the English language speaking skills used by

the Senior High School (HUMMS) of Dalipuga National High School (DNHS) students when they make a conversation, dialogue, and discussion, to improve their skills, to help students overcome difficulties, and to suggest new strategies for teaching speaking specifically in pronunciation and interaction that may help both students and teachers.

Overall, this study intended to assess the speaking skills of the respondents and implement an intervention program to address their speaking difficulties, particularly in the area of pronunciation and interaction. This needs to be addressed properly for them to become effective speakers and communicate well. This study aimed to assess the speaking skills of senior high school students of Dalipuga National High School as a basis for speaking intervention programs and sought to answer the following questions. (1) What is the level of students' speaking skills in terms of grammar and vocabulary, discourse, pronunciation, and interaction? (2) Is there a significant difference in the level of factors affecting learners' speaking skills? (3) What is a learner's competence in speaking skills? (4) How does students' speaking competence influence the factors affecting their speaking skills? (5) What English intervention programs can be crafted based on the findings of this study?

METHOD

Research Design

To see the general picture of the speaking English speaking skills of the respondents, the study used a one-minute video of the SHS-HUMSS learners of DNHS. A quantitative correlational descriptive research design was used. Thus, this study was a quantitative and correlational study using descriptive – evaluative content analysis as its tool. Quantitative research is illustrated with its intentions, and its methods create numbers rather than words as data for the assessment. This means that the study's data will be illustrated, recognized, and scrutinized using a rating rubric. As a descriptive study, it gathered particulars and evidence by describing present occurrences. It identifies the situation or area of concern factually and accurately. The researcher used the one-minute video output of the students in gathering the data, which was then measured according to its level of accuracy-based form of the given factors using standardized rubrics from Cambridge University. This type of research method did not simply make the act of accumulate and tabulate facts, but encompassed proper analysis, interpretation, similarities, and identification of relationships of the data

(Patton and Cochran, 2012).

Locale of the Study

This study was conducted at Dalipuga National High School, Bay View, Brgy. Dalipuga, Iligan City. The said school was located at the upper part portion of the said barangay from the National Highway going to its neighboring City, Cagayan De Oro. A barangay known as the industrial barangay in Iligan City because it is situated by the number of industries and factories namely, Abiotiz Corporation, Pilmico Corporation and Coal Energy Power Supply.

DNHS especially the SHS-HUMMS students were known to be as active and winning students in terms of the different contest, may either be in school base, divisional, regional, and inter-barangay. Some of them are exposed with different extra-curricular and academic activities. Despite its location, since the place was quite elevated and most of the students' need to walk every day, they are still eager to go to school and were very participative in the different activities in the school.

Sampling Procedure

This study made use of purposive sampling wherein the researcher selected a sample based on the given information about the population. The participants were selected based on the purpose of the sample that can provide profound and comprehensive information. Presumably, a purposive sampling method would allow the researcher gather quantifiable information from the data being collected.

Instrument Used

To assess the English-speaking skills of SHS-HUMMS students of DNHS, activity like one-minute video recording expressing their own idea of the presented picture were mainly use in this study. Thus, this study provided opportunities for students to answer extemporaneous speech to test their speaking skills. This one-minute video recording was conducted on 30 SHS-HUMSS students who are studying in DNHS. Analysis was done by analyzing the speaking flaw made by the respondents using the proficiency rubrics.

FINDINGS AND DISCUSSION

This chapter explained of the data gathered and deal with the result of the analysis that were presented in the table below. This was hoped to answer the survey assessing the English-speaking skills of SHS-HUMMS of DNHS. To ensure the clarity and consistency in the discussion, the presentation of findings follows a sequence based on the

questions presented in Chapter 1.

Table 1.5
Summary of the Student’s Speaking Skills

Speaking Skills	Mean	SD	Description
Grammar and Vocabulary	3.78	0.669	<i>Outstanding</i>
Aspects of Discourse	3.96	0.757	<i>Outstanding</i>
Pronunciation	3.50	0.874	<i>Outstanding</i>
Interaction	3.71	0.688	<i>Outstanding</i>

Table 1.5 shows the summary of student’s speaking skills, in which grammar and vocabulary had the mean of 3.78 with standard deviation of 0.669 and rate as outstanding. Aspects of discourse had the mean of 3.96 with standard deviation of 0.757 and had therate of outstanding. Pronunciation had the mean of 3.50 with standard deviation of 0.874with the rate of outstanding. Interactive communication had the mean of 3.71 and had astandard deviation of 0.688 having the rate of outstanding.

This implies that, there was an even distribution of level of student’s speaking skills highlighting the four indicators with the rate of outstanding. These also means that majority of the students reach the standard level of their speaking skills. With the result, it was suggested that remediation activities will be given to sustain the level of skills of the students.

According to Lightbrown & Spada (2010) in learning second or foreign languages, motivation can be divided into two factors, they are communicative needs of the students and their attitudes towards the language community. In this case, the students will be motivated in learning a second/foreign language just because they need to learn and communicate it in a social large scale to support their professional ambition in the future. Therefore, they need to have a good attitude toward people who speak the target language because they need to have a contact with them. In addition, another factor which contributes to the students’ motivation is a manner or attitude to reasons of why they want to perceive their intended result. In short, their motivation can influence their decision on being involved or not to a certain situation in language learning such as in speaking class.

Table 2. Analyses of the Pairwise Comparison on the Difference of the Extent of Factors Affecting Students' Communications Skills

Speaking Skills	Mean	Description	Kruskal-Wallis H-value	p-value
Grammar and Vocabulary	3.78	<i>Outstanding</i>	4.360	.225
Aspects of Discourse	3.96	<i>Outstanding</i>		
Pronunciation	3.50	<i>Outstanding</i>		
Interaction	3.71	<i>Outstanding</i>		

Table 2 shows the analyses of the pairwise comparison on the difference of the extent of factors affecting students' communications skills, in which grammar and vocabulary had the mean standard of 3.78 with the rate of outstanding. Aspects of discourse had the mean standard of 3.96 and had the rate of outstanding. Pronunciation had the mean standard of 3.50 and had the rate of outstanding. Interaction had the mean standard of 3.71 and had the rating of outstanding.

Using the Kruskal-Wallis H-Value of 4.360 with p-value of .225, this implies that there was no significant difference between the level of factors of the students' speaking performance since the result had the same level of factors affecting speaking skills. An even distribution of scaling rate was found out which means even distribution of skills in every indicator was detected.

According to (Lumettu, 2018) mastering English means being proficient in the four language skills, namely the listening, speaking, reading, and writing which cannot be separated from one another considering that the development of one skill will contribute to the development of the other skills. Basically, the development of the four skills is integrated. However, for an efficient delivery of the teaching material for a certain time allocation, there are often accentuations of certain skills, for example, the teaching of speaking even though there are also times when the teaching of the four skills is done at the same time integrated. Sometimes, two skills are taught at the same time. When teaching speaking, listening is involved. To understand someone speaking, the interlocutor needs to listen to what he or she is saying. These ideas were developed from the study about Developing the Students' English Speaking Ability through Impromptu Speaking Method.

Table 3. Level of the Students’ Speaking Skills Competence

Scoring Scale	Frequency (f)	Percent (%)	Mean	SD	Description
17 – 20	9	30.0	18.1	0.89	<i>Exceptional</i>
13 – 16	11	36.7	15.4	0.88	<i>Outstanding</i>
9 – 12	10	33.3	11.6	0.64	<i>Very Satisfactory</i>
Total	30	100.0	14.9	2.74	<i>Outstanding</i>

Table 3 shows the level of the students’ speaking skills performance, in which 11 out of 30 respondents belongs to outstanding level having the percentage of 36.7 with the mean distribution of 15.4 and had a standard deviation of 0.88. 10 out of 30 respondents belongs to the very satisfactory rating having the percentage of 33.3 % and had the mean distribution of 11.6 with standard deviation of 0. 64. 9 out of 30 respondents belongs to the exceptional rate with percentage of 30.0 with the mean distribution of 18.1 and having the standard deviation of 0.89.

This implies that, students showed a good degree of control of a range of simple and some complex grammatical forms, produces extended stretches of language with very little hesitation, was intelligible and intonation was appropriate, initiated and responded appropriately, linking contributions to those of other speakers. With these, it was highly suggested that enhancement activities like constant interaction with peers, public speaking, and the like will help the students polish their speaking skills.

In support with this idea, Tuan & Nhu (2014), stipulated that student to student interaction occurs among learners within a classroom context where the teacher plays the role of a monitor and learners are the main participants. It occurs in groups (student- student interaction) and in pairs (peer interaction).

Table 4. Influence of the Factors Affecting Speaking Skills on the Students’ Speaking Competence

Independent Variables	Coefficients			p-value
	<i>B</i>	<i>SE</i>	β	
(Constant)	.051	.032		
Grammar and Vocabulary	.983	.014	.240	<.001*

Independent Variables	Coefficients			p-value
	<i>B</i>	<i>SE</i>	β	
Discourse Management	.992	.019	.274	<.001* *
Pronunciation	1.016	.014	.325	<.001* *
Interactive Communication	.998	.011	.251	<.001* *
R^2			99.9	
F			79475.550**	

** Significant at 0.01 level (*Highly Significant*)

B - Unstandardized Coefficients; *SE* – Standard Error; β - Standardized Coefficients

All factors affecting speaking skills of the students significantly influenced their speaking performance. R-squared (R^2) indicates a 99.9% of the variation in the students’ speaking performance can be accounted for by the grammar and vocabulary, aspects of discourse, pronunciation, and interaction. This means that the speaking performance of the students can be predicted with these factors almost certainly. The analysis prediction model was also highly significant ($F = 79475.550, p < .001$) which confirms the previous statement that students’ grammar and vocabulary, aspects of discourse, pronunciation, and interaction significantly predicted their speaking performance.

With the result, the significant finding predicted with the biggest positive impact was the pronunciation with coefficient result of ($=.325$). This was followed by aspects of discourse with coefficient result of ($=.274$). Interaction with ($=.251$), and grammar and vocabulary with ($\beta =.240$). As this effect illustrates that when students’ pronunciation and others were at the highest levels then expectedly, they can perform at the highest level of speaking performance.

This implies that, with the pronunciation as the highest positive impact it means that the students can efficiently deliver and can perform the highest level of speaking performance may it be in a usual conversation with peers, group discussion and the deliberation during public speaking performances. With high recommendation of the application of aspects

of discourse, interaction and grammar and vocabulary to attain the highest expectations English speaking performances.

According to Erickson and Astorga (2015), the results of employing listening skills will support the improvement of speaking. Therefore, data from 120 students at a higher education institution in Chile were analyzed; 60 of them, were provided with merely listening-focused 26 instruction and activities, whereas another group of 60 students was given a normal English teaching. The aim of this research is to discover the efficiency of utilizing intensive Listening-based instruction to enhance oral skills in students who are learning English as a second language. The parallel analysis of pre- and post-test rubric labels and scores indicated that there was a link between listening proficiency and a little improvement in functional and interactive oral skills.

Problem 5: What English intervention program can be crafted based on the findings of the study?

Rationale

The speaking intervention program entitled “Speaking Confidence Program” aims to enhance and develop the speaking skills to boost confidence of the students in making conversation and communication. It particularly enhances the pronunciation and interaction skills which found to be the weakest skills the students’ needs to develop to communicate effectively. With this program it highlights the specified objectives to address the needs of the students and updates the improvement in each participant. It also identifies the targets, strategies, MOV’s, persons involved, timeline and success indicators to monitor the progress of the program.

The said program was implemented from June 2022 - September 2022 among SHS-HUMMS students at Dalipuga National High School.

Workplan and Timeline

Objectives	Target/s	Strategies’	MOV’s	Persons Involved	Timeline	Success Indicators
1. Identifying the target participants of the study	• Senior High School- HUMMS	• Orient students for the activity	• Attendance	• Teacher • Learners	June 2022	• Attendance

Objectives	Target/s	Strategies'	MOV's	Persons Involved	Timeline	Success Indicators
2. Examine the participants through diagnostic test	<ul style="list-style-type: none"> • Conduct an oral interview for diagnostic 	<ul style="list-style-type: none"> • Insert as preliminary assessment to them 	<ul style="list-style-type: none"> • Test results 	<ul style="list-style-type: none"> • Teacher • Learners 	June 2022	<ul style="list-style-type: none"> • 95 % of students' takers from each section
3. Work out instructional aid in pronunciation and interaction activities.	<ul style="list-style-type: none"> • Prepare IM's like, Videos, art works, essays, and speeches. • Consult language experts. 	<ul style="list-style-type: none"> • Adapt the existing ruling in the different techniques in public speaking. 	<ul style="list-style-type: none"> • Notebook • Books • Visual aids 	<ul style="list-style-type: none"> • Teacher • Learners • Language experts 	June 2022	<ul style="list-style-type: none"> • Prepare the activity for each week • Guide created material
4. Conduct and record learners scores in the activity for and tracking of improvements.	<ul style="list-style-type: none"> • Prepare record books and index cards for each participant. 	Active participation by learning their mistakes.	<ul style="list-style-type: none"> • notebook • index card 	<ul style="list-style-type: none"> • Teacher-Learners 	June-August 2022	<ul style="list-style-type: none"> • Attendance of the learners and their participation
5. Conduct a post-test (pronunciation and interaction) for the different groups and analyze as basis for remediation activities.	<ul style="list-style-type: none"> • Senior High School-HUMMS 	Motivate them to take and perform to test themselves.	<ul style="list-style-type: none"> • Test result 	<ul style="list-style-type: none"> • Teacher • Learners 	August 2022	<ul style="list-style-type: none"> • Significant difference of tests results of controlled groups levels.

Objectives	Target/s	Strategies'	MOV's	Persons Involved	Timeline	Success Indicators
6. Submit the finish draft to the principal's Office for further correction and advices.	• Revision and improvement	Open for anypotential suggestions that can perfectly add depth to the paper.	•Correcte ddraft	• Teacher •Administra tor •Ma ster teac hers • colleagues	August 2022	• correcting the errorsand indorse the paper forfinal printing
7. Update the sustainabil ity of the programin the given specific timeframe.	• Senior High School- HUMMS	• keep track on the important development of each participants.	• Feedbac kform fromthe participant sand experts.	• Learners • Teacher • Principals	Septembe r2022	• keep track on the improvement of the participants. •Join contest.

There was a number of significant personalities mentioned in the studying Chapter 1. Hence, with the foregoing results of the study, the following recommendations were drawn: 1) to the School Administrator. That they may give an avenue for the teachers and students in providing them seminar-workshop and training program from national to international venue so they can be well equipped, upgraded, and become competitive in terms of speaking; 2) to the English Teachers. That they may provide concrete evidence like implementing school-based English-speaking intervention program and other related activities to sharpen the student's skill in speaking. There is a need to focus more on pronunciation and interaction. Further, it is also recommended the need to attend and conduct the regular speaking program, develop materials and grab the chance to encourage all HUMMS students to join any language contests to improve and enhance their English-speaking skills; and 3) to the Future Researchers. That they will conduct more researches in line with this study and continue to contribute more ideas in assessing the English language speaking skills. The researcher hopes that the findings of this study will serve as credible source of information to advance the idea of a localized study about speaking skills.

CONCLUSION

Based on the findings of this study, the researcher concluded that the majority of respondents were good; however, not all of them reached the core level. The respondents' level of confidence was moderate. In addition, most of the respondents were independent,

but there were still respondents at a Frustration Level. They tended to be more conscious of their errors in pronouncing words in a particular text. Few respondents were confident, while others were in the low-level category. This implies that the respondents were heterogeneous in terms of Fluency, Accuracy and Confidence. Overall, an intervention program was put in place in order to help the respondents.

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