Speaking Competence of Grade 11 Students in using English as Second Language

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ABSTRACT

English language is accepted as the universal language. This makes speaking competence in the English language a requisite to almost all professions. Speaking competence in the second language is one of the areas needing improvement amongst senior high school students in the Philippines.

This study aimed to investigate the influence of some personal factors, speaking anxiety and linguistic competence to student's speaking competence in the second language. The Second Language Classroom Anxiety Scale was used to measure student's anxiety towards the use of English as a second language. Job interview simulation is also used involving selected Grade 11 students.

Results showed that majority of the students are specialized in non-STEM strand whose parents are not college degree holders. These students demonstrated an average level of speaking anxiety reflecting the tendency to show low self-confidence when asked to speak using the English language yet unprepared for the conversation. Same students also showed remarkably low levels of linguistic competence in terms of grammar, comprehension, and vocabulary. Further analysis showed that linguistic competence significantly influenced student's speaking competence in the job interview. Findings were used as bases for the development of an intervention program.

AKNOWLEDGEMENT

DEDICATION

To
My loving
Parents, ever supportive
and dearest mother, Mama Ann
whose care makes me what I am right now;
my family, for the love, strength, and confidence;
my precious daughters, Abby and Kakhy, for the inspiration'
whose hugs, kisses, and smiles take my strains away;
my beloved departed brother, Edan "Nade" Estorco,
for his love and unending support;
my other brothers and sister;
this humble masterpiece
is sincerely
dedicated.

CHAPTER ONE
THE PROBLEM AND REVIEW OF LITERATURE

A. Background of the Study

In the present era, where businesses and trades demand verbal interaction, English language competence in speaking is a requisite to almost all professions. Whether in education, corporate, or international relations, the English language is accepted as the universal language. The internationalization of English as the medium of instruction urged several countries for educational reforms that mainstream and empowered English language competence in the curriculum.

In the Philippines, English language is taught in the early years of education to prepare Filipinos in the national and international work standards. Rico (2016) highlighted that the implementation of K-12 aims to develop the communication skills of students to be locally and globally competitive after senior high school. The historical shift in Philippine education religiously ensures that schools should serve as a breeding ground for world-class workers where learners are expected to be embedded with high English language competence either in written or verbal form. It aims to promote communicative competence and multi-literacies to students, which is the guiding principle of K-12 Language Arts and multi-literacies Curriculum. Based on this principle, all languages are interrelated and interdependent. It also states that language acquisition and learning is an active process that begins at birth and continues throughout life. (K-12 Curriculum Guide, 2015)

Recent studies show that the quality of education in the country is continuously declining (Racca and Lasaten, 2016). This scenario is also visible in the school where the researcher has been teaching. As observed by the researcher, the students have a hard time expressing their thoughts using English. A typical scenario would be students in show reluctance in presenting their ideas when an activity requires an oral response. It has also been observed that they tend to avoid eye contact with the teacher in hopes of not being called to answer. Some students even divert their attention as if they do not hear the teacher asking. The students who do get called, usually ask for permission to express their answers in vernacular or in Filipino.

It is necessary to find ways to help students overcome their speaking-related problems to improve their speaking ability. Moreover, the teachers must determine the factors that affect the students' speaking competence so that they may be able to find ways to enhance it. Hence, the researcher chose to conduct this study in Magallanes National High School due to the necessity to improve the communicative competence of the students - particularly their speaking skills.

This study is conducted to determine the relationship between the personal profile, linguistic competence, and speaking anxiety of the students to their speaking competence. At the same time, the study aims to determine their level of speaking competence.

In the long run, the results of this study will open opportunities for teachers and future researchers in the pursuit of improving the speaking competence of students through providing activities that will help the students improve their conversational skills.

B. Review of Related Literature

The review of related literature consists of studies that include the personal profile of the students, English as second language, speaking anxiety, linguistic competence, and speaking competence of students.

Studies examining relationships between paradigms shaped by educational context (specialization and parents' educational attainment) and academic achievement and satisfaction with learning, must consider the impact of the personal profile of the sample population. Research conducted by Yorra (2014) noted that personal profile relates significantly to the development of one's self-esteem and self-efficacy, as well as one's educational adaptability. The careful compilation of student profiles may help to understand students and their personal circumstances better while serving as an early warning system. Student profiles have also contributed to tailor teaching practices to student identity and student strengths (Hoskyn, 2013).

The Philippines has implemented the Senior High School (SHS) program of the Department of Education (DepEd) across the country with 2016-2017 as the beginning school year. The SHS program is a two-year specialized secondary education where Grades 11 and 12 students are allowed to choose a specialization based on their aptitude, interests, and capacity. There are four-track options for the students to choose from, namely, Academic, Arts and Design, Sports, and Technical-Vocational-Livelihood. The Academic track includes four strands: Accountancy, Business, and Management (ABM); Humanities and Social Sciences (HUMSS); Science, Technology, Engineering, and Mathematics (STEM); and the General Academic Strand (GAS). It is expected that the graduates of the K-12 program will have lifelong learning skills, competency, and productivity. They are also expected to coexist in local and global communities, engage in independent, creative, and critical thinking, and have the capacity and willingness to transform others and oneself (RA 10533, 2013).

The study of Moneva et al. (2019) discovered that most students opted for the General Academic Strand (GAS). Given that this strand is considered neutral, this indicates that students are still unsure of what course to take in college. Family, peers, financial condition, and employability had fairly influenced the students in their preference for a senior high school track.

Moreover, Mamolo's study in 2019 conferred that students in an academic track have a significantly different competency than that of the students from the TVL track. Findings of Guill, et al. (2017) supported this claim. In their four-year study about ability grouping or tracking, they revealed that academic track students' intelligence score was significantly higher than the mean intelligence score of the matched group of non-academic track students. A parallel result was found on students' academic efforts. It was discovered that the students in an academic track exert more effort towards Math compared to students in a vocational track (Carbonaro,2015). The STEM students appeared to be more knowledgeable in the area of Mathematics compared to the other strands in the academic track, including ABM, GAS, and HUMSS. This may be due to STEM students showing better ability in number and letter series, visual discrimination, and Mathematics in general compared to the other strands, which showcase different abilities.

Based on the results of the study of Vallejo (2019), data showed that HUMSS obtained the highest frequency of 95 or 42.2%, followed by ABM (62 or 7.6), STEM (37 or 16.4%). This result implied that senior high students preferred courses in Education, Criminology, and Social Sciences. These courses are offered in the university and other colleges in the locality. Teaching and law enforcement are some of the in-demand and high paying jobs in the country. SHS students preferred courses under the HUMSS strand lead to baccalaureate degrees in Education, Criminology, and Social Sciences. This is due to the availability of these courses in the locality.

Furthermore, students' developmental process is undoubtedly influenced by the social environment such as the family, school, and the community. A learner's first teacher is his/her primary caregiver, such as the parents. Their task in educating the learner continues even when the child is enrolled in an educational institution. This is why parents need to become collaborative partners with teachers to provide an environment that assists their children's performance at school (La Rocque et al., 2011).

It is for this very reason that almost all abiding studies in the field of Sociology of education deal with the relationship between educational outcomes and socio-economic status of families. The family contributes to the personality of the students as they grow up. Parents shape the character of their children by influencing their child's educational attainment, their knowledge of work and career, the beliefs and attitudes they have to work, and the motivation they have to succeed.

According to Alphonse (2016), parental factors influence the career choice of students in Nairobi County. Additionally, the study of Dekar (2016) states that a high parental educational level affects the career choice of their child.

Students with highly educated parents have an optimistic attitude towards learning and can integrate extra learning strategies compared to children of parents with a lower level of education. Highly educated parents are more confident in their abilities in contributing to their children's knowledge compared to parents with low educational attainment. This shows a positive correlation between the parents' educational attainment and children's school performance.

A study by Khodady (2012) found that students with parents having secondary and higher education scored significantly higher than those with primary education. According to Kainuwa & Yusuf (2013), there exists a difference between children of educated parents and students with parents having completed only primary school or none at all. They further stated that for children, whose father with a university degree, perform considerably well and get the highest score in an examination. This is supported by Musgrave (2000) stating that children coming from a family with good educational background tend to perform well in academics. They usually end up with a good educational experience as they are provided with reading materials that may aid in enhancing their vocabulary and language fluency.

It is crucial for learners to explore the English language for it is highly utilized in all levels of education, and the schools play a critical role in influencing second language acquisition, particularly the English language (Hashim, 2018). These educational institutions offer English as a Second Language (ESL) where learners learn English other than at their own homes. Some can comprehend English and are proficient in writing essays but not in communicating the language itself (Ghezlou & Biria, 2017; Khan & Khan, 2016).

Schools play an essential role in giving exposure to learners on the importance of the English language and how they can acquire the language (Ahmed, 2015; Nguyen & Terry, 2017). Educational institutions in Asia, such as Indonesia and Vietnam, have English as Second Language (ESL) learners. Students from these countries do not use English as their first language, which is why attaining information on how English is learned is necessary. Some techniques, methods, or strategies might differ from one another due to the necessity of tailor-fitting these strategies deemed appropriate and suitable for different learners.

On a report of a case study of an international student in Australia who learns ESL in an English-speaking country, he admitted that his weakness was mainly on grammar, pronunciation, and vocabulary. He requires more time to practice the spoken language in order to avoid these problems (Taufiq, 2016). This is in confirmation with Afisa & Yolanda (2015) stating that ESL learners find it challenging to speak in English since they lack the regularity to practice the language.

In the Philippine education system, the present language policy of the country accommodates bilingual education in Filipino and English. The Filipino language is still evolving as an intellectualized language, but the competition is strong. Most often, First Language (L1) intrudes Second Language (L2). Since their linguistic structures are different, mixing and code-switching occur, causing the speaker to be unable to finish communication (L1). Thinking in Filipino while speaking in English results in the jarring of syntax and grammar, and affects the clarity of expression (Ariola, 2002).

Meanwhile, high school students with ages ranging from 12 to 17 are expected to know basic English and the four communication skills. High school English is centered on developing students capable of being well-engaged in situations requiring English communication. A particular situation would be inside a classroom where ideas and opinions are solicited in the form of speech and writing using English. This would require independent, critical, and creative thinking, which would be challenging without prior knowledge of basic English. Thus, these students should be given opportunities to enhance higher-order thinking skills such as analysis and evaluation (Proficiency in English 1, 2010).

A handful of research findings indicate that there are many factors thwarting students from learning English effectively. However, second language speaking anxiety has long been recognized and identified by instructors as one of the factors that affect the effectiveness of language learning (Paee et al., 2012). Gardner & MacIntyre (2010) stated in their paper that one of the factors affecting the level of proficiency in the English language, especially speaking among university students, is language speaking anxiety. Language speaking anxiety is defined as the feeling of anxiety towards second language acquisition, particularly in speaking. The students who faced language speaking anxiety fear negative evaluation by their educators or native speakers.

Humphries (2011) quantified that fear of negative evaluation significantly affects students when they try to practice their target language. It was also evident that emotional variables affect students when using a second language. It seems that the affective side of the learner is probably one of the biggest influences on language learning success or failure (Kimura, 2008).

The affective filter is a hypothesis that the well-known expert Krashen proposed. This term has been used for many years to refer to the emotional barriers that prevent the learner from learning. Darder et al. (2011) stated that the [affective] filter operates when effective conditions are not optimal when the student is not motivated. It does not identify with the speaker of the second language or is overanxious about his performance, causing a mental block. This mental blockage does not allow students to speak efficiently since different emotions control their oral performance. Some learners are usually unmotivated, concerned with failure, and lack of confidence.

Language speaking anxiety, as well as many other emotional factors, has shown to influence the students' oral performance. Zheng (2014) explains that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Shinji and Ying-Ling (2010) state that when an individual becomes anxious in any setting, negative self-related cognition begins.

It is relevant to point out that there are different kinds of language speaking anxiety. The first one is trait anxiety, which is characterized by a stable personality characteristic. In contrast, the second one is state anxiety, which is seen as a response to a particularly anxiety-provoking stimulus such as a test or an oral presentation. Chang (2011) developed research regarding students' language speaking anxiety. In the results, he explains that students tend to show a higher level of self-reported anxiety, speaking English in class than outside of the classroom.

Humphries (2011) cited that a reasonable amount of anxiety can be motivating and beneficial for the students; however, too much anxiety negatively affects the students' focus on language learning resulting in poorer performance (Rahman, 2016). According to Kassim (2010), most students experience performance anxiety when they need to perform in front of the class. When they feel nervous, they may hesitate, stumble, or simply look uncomfortable and become silent. In other words, anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the second language in the presence of other people.

Yahya's study in 2013, the causes of speech anxiety were identified among 104 students at the Arab American University in Palestine. Yahya used the Foreign Language Classroom Anxiety Scale (FLCAS) to examine areas usually affecting student communication performance. Results from his study showed that fear of negative feedback is the highest factor, followed by communication anxiety.

Subasi(2010) examined the views of 55 Turkish speakers on speech anxiety. It tackled the role of negative evaluation and self-perception of speaking skills in stimulating anxiety. One hundred forty-nine undergraduates from the University of Sargodha took part in the study of Awan et al.(2010). Findings from the study stated that "Speaking in front of other students" is the main cause of speaking anxiety, and "worries about making grammatical mistakes," "pronunciation," and "inability to express yourself" were the other causes of anxiety.

Gaibani and Elmnefi (2014) attributed foreign language speaking anxiety to poor speaking ability and lack of self- confidence. They examined gender roles in causing public speaking anxiety, where 108 graduate students at the University of Utara, Malaysia, took part in the study. Most respondents reported that they experienced foreign language speaking anxiety, causing fright and confusion.

Ihmuda (2014) examined the effective factors that hinder the learning of Libyan EFL learners. He identified anxiety, fear of committing mistakes and negative evaluation, embarrassment, and lack of self-confidence as effective factors in preventing students from speaking confidently. Genard (2015) reported the majority of the above, adding "poor breathing habits" and "comparing themselves" with others. Hashemi and Abbasi (2013) suggested two other factors: "adopting or acquiring native-like pronunciation" and "formal language classroom setting."

Mamhot, Martin, and Masangya (2013) conducted a study on the language anxiety of Filipino ESL and EFL learners, comparing two Philippine-based institutions. The goals were to determine the language anxiety as experienced by both groups of learners and discover the causes and effects of these anxieties. Findings showed that Filipino ESL learners have a neutral level of language anxiety. It also stated that there was a fear of negative evaluation in the area of low self-perceived linguistic.

Berowa (2018) discussed the levels of language anxiety experienced by English as a second language (ESL) learners in Davao del Norte, Philippines. The result illustrated that ESL learners from the south tend to maintain enough self- confidence and balanced emotions toward English language learning. It appeared that their anxiety is not enough for them to become anxious nor relaxed. It had little significance in preventing them from achieving the ultimate success in their language learning.

According to Ohno (2011), speaking skill is affected by some linguistic components of language. This involves knowledge of underlying grammatical principles, the use of language in a social context for communicative functions, and combining utterances and communicative functions concerning discourse principles. The concept of skill in this context refers to how an individual can use said knowledge in actual communication. He also believed that the sociolinguistic work is important to the development of a communicative approach to language learning. This focuses on the interaction of social context, grammar, and social meaning. Further, he pointed out that grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language, ability to use them effectively in communication, and the ability to use the forms of the language such as sounds, words, and sentence structure. It concerns the mastery of the language code itself - lexicon, syntax, and semantics.

Penida (2009) as cited by Basco (2017) stated that many students still suffer from difficulties in mastering basic grammar. As an outcome, many students were afraid to participate in class discussions because they could not understand the lesson as presented. Situations just as this make learners passive in the learning process.

Moreover, vocabulary, as well as grammar and pronunciation for all language learners, is one of the elements of language considered necessary for language mastery (Alqahtani, 2015). Vocabulary is just as important as the four main skills: listening, reading, writing, and speaking (Mali, 2015). If vocabulary is considered as fundamental for language learners, then measuring their vocabulary level should be the first step for educators to understand their English language skills as a basis for teaching approaches. Vocabulary learning is a lifelong task of learning languages since students will continuously encounter new words throughout their lives, even long after mastering grammar forms of language (Susanto, 2017). Even though learning vocabulary can never be considered complete, this process needs to be inserted in the learning process.

There is very little classroom-based research undertaken with language learners in a second language context, and there is an urgency in obtaining data on students' vocabulary level in relation to their integrative motivation and vocabulary learning strategies. Banuag (2013) gave significance to the importance of vocabulary in everyday life when she stressed that a good vocabulary is a key measure of both student learning and ability to learn.

A good vocabulary is an essential part of reading comprehension. If a person does not know a sufficient number of words, difficulty in understanding reading materials is to be expected. He further noted that vocabulary has a vital role to language learners. It is one of the strongest indicators as to how well the students learn English. Vocabulary knowledge and reading comprehension are correlated. Hence, poor vocabulary may result in a weak understanding of texts.

The right language learning strategy can encourage results with greater confidence. Several important features of language learning strategies can contribute to the main goals of communicative competence, student independence, broader teacher roles, cognition, and flexibility (Li, 2013).

Aside from vocabulary and grammar, Polloway et al. (2018) posited that comprehension, a vital learning skill, is the construction from a given written text anchored on the coordination of a series of interrelated data sources. Bilbao et al. (2016) contested that comprehension is the heart of reading, for, without such, it becomes meaningless. He added that there are four levels of comprehension: literal, inferential or interpretive, evaluative, and creative.

Cabardo (2015) utilized the Philippine-Informal Reading Inventory (Phil-IRI) and designed intervention program to improve the reading proficiency of high school students. The study showed that the reading proficiency in silent reading of these groups of learners was indexed in frustration level. An instructional level, however, was registered in both silent and oral reading dimensions. Additionally, the results revealed that females are more proficient than males in both reading types.

Speaking competence refers to the extent to which a person can approach words, sentences, written texts, verbs, and adjectives. It also deals with context comprehension and the production of synonyms and antonyms. Having a good speaking competence allows a person to understand the context and have a critical view of a written speech.

Discussions, object descriptions, information gap activities, student presentations, and such are common speaking activities that can be used to sharpen learners' speaking skills. Amorim (2013) suggested putting learners in small "buzz group" discussions to help mitigate reluctance in expressing ideas. Speaking up in front of a relatively smaller group allows the student to feel less social anxiety in speaking up compared to doing it in front of the whole class— these aids in boosting the lack of confidence in their linguistic ability. Bei (2013) stated that repetition of narrative tasks allows fluency accuracy increase. It was also noted that a speaking model comprises the conceptualization of general knowledge in formulating vocabulary, grammar, and meaning for the actual articulation.

Accordingly, teachers in the past four eras have witnessed the rapid development of speaking skills in second language learning (Derakhshan et al., 2015). Thus, a key challenge for teachers is to become more aware of the importance of an understanding of classroom interaction and develop Classroom Interactional Competence (CIC). CIC is the "ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011). Walsh suggested that it is necessary to acquire a fine-grained understanding of what constitutes CIC. Walsh added that this can only be achieved by using data from one's teaching context and dialoguing with colleagues.

According to Astuti (2013), most of the students want to be proficient in speaking English and have real-life conversations utilizing the said language. However, there are time constraints in the classroom, limiting their chance to improve their English-speaking skills. In addition, the class focused more on English Grammar over learning with traditional teaching.

Several motivational self-management techniques can be used to develop and maintain these important beliefs. When a second language learner attempts to attain the English learning goal - speaking proficiency, they will make more significant efforts and increase their confidence outside the classroom without any intervention from the teacher about the strict grammar rule. In practicing speaking, the learners can find peers with whom they can practice together and create an English learning environment outside the classroom.

In the Philippines - a non-native speaking country of English, there is a challenge to improve the quality of education, specifically in the aspect of teaching and learning the English language. As stated by Nakahara (2006), English language education in the Philippines starts in the first year of elementary level and continues in secondary and tertiary schooling.

Atanacio-Blas et al. (2018) assessed Grade 11 students of Taytay Senior High School in English in terms of their articulated difficulties in Language-required competencies. The results of the study showed that the learners' self- confidence and self-esteem are low. These factors need to be addressed as they have a negative impact to student learning, especially on their speaking skills.

In the Philippines, a causal-comparative study was done by Cabaysa and Baetiong (2010). It tackled the strategies of language learning used by 70 high school students when speaking in class. They found that intermediate speakers were significantly different from novice speakers in using metacognitive strategies. This was followed by an attitude towards speaking in class using English and the task at hand, among others. It implies that strategy use has a significant direct effect on students' speaking achievement. To date, an description of student learning strategies as well as language proficiency in senior high school has been scarce. It is significant to provide baseline information on this aspect to possibly enhance the curriculum, instruction, and assessment in senior high school level.

All of these related studies and literature were taken into consideration in the creation of this academic research. The implications for the enhancement of the language competence of students in speaking anxiety can develop a productive teaching-learning environment.

The present study hopes to aid the English teachers in becoming more efficient in their teaching in order to help the students to have a good command of the language. The outputs of the study may be beneficial to both learners and students since the intervention program that has been created could make the learning process of every language more fun and meaningful.

C. Theoretical Framework

This study is anchored on the Communicative Competence Theory developed by Dell Hymes in 1972. Canale later on developed it in 1980 and Swain in 1981. The term communicative competence was initiated in the early 1970s. It is defined as the ability to understand and produce speech in real situations in ways that are effective and suitable in relation to the context (Hymes, 1972). In other words, communicative competence describes a speaker who has the skill to interact efficiently with others and the knowledge about ways and the time to use utterances properly. Moreover, communicative competence denotes the concept of appropriate and effective communication in interpersonal communication. Communicative competence is believed to be applied in second language teaching and testing (Canale and Swain, 1980).

Through experience in communicative use of first or dominant language, the communicative approach is an integrative one. Its prominence is on preparing second language learners to exploit those grammatical features through acquired sociolinguistic and strategic competency. The concept of communicative competence as a synthesis of a fundamental system of knowledge and skill required for communication is the theoretical underpinning of the K-12 curriculum that is presently implemented by the Department of Education (DepED).

Communicative competence includes the following competencies: First is the grammatical competence, which is an essential concern for any communicative approach, with the aim of providing learners with knowledge on how to determine and express precisely the literal meaning of words. Second is the sociolinguistic competence, which is the interpretation of statements for social significance. The third is the strategic competence, which is made up of verbal and non- verbal communication strategies that could overcome communication breakdowns. Fourth and last is the discourse competence, which is the knowledge on the connection of ideas through patterns of organization, cohesive, and transitional devices. The said components of communicative competence play a vital role in this study.

Grammatical competence is reflected through the different activities that involve grammar usage to improve the correct usage of words as well as the application of the subject-verb agreement. Vocabulary and comprehension are also heightened in this area.

Sociolinguistic competence can be seen through the students' exposure to various cultural values, norms, and other socio-cultural conventions in a social context with the help of conversational activities. These activities deal with society, such as symposiums, interviews, and speeches. Through experiences like these, students broaden their perception and develop values that are necessary for communicative social action.

Strategic competence, where students are subjected to interview, allows them to sell their skills, activating their prior knowledge giving a straightforward, relevant, and honest response.

Lastly, discourse competence is when students are able to communicate well with proper use of the language, enunciate responses, avoid mannerisms and phrases given the appropriate wait time, and respond well in a conversation.

D. Conceptual Framework

The main concept of the study is derived from the Communicative Competence Theory. Canale (1980) and Swain (1981), the main proponents of the theory, argued that communicative competence in speaking refers to the ability or skill of the person to communicate his ideas using English as a second language. Accordingly, speaking competence varies from student to student because of several internal and external factors. The concept underpinning this research emanates from the core goal of identifying significant factors or variables that mostly explain the high variability of speaking competence in the use of English as a second language.

Relevant reviews showed several variables influencing speaking competence (Paee et al., 2012). This study assumed and delimited the combination of students' socio-demographic profile, linguistic competence in English, and second language speaking anxiety as explanatory variables against speaking competence. Succeeding paragraphs below show synthesis supporting the effect of these independent variables on speaking competence.

On the first variable, Yorra (2014) noted that personal profile relates significantly to the development of one's self-esteem and self-efficacy, as well as, educational adaptability. Further, the careful compilation of student profiles may help to understand students and their circumstances better while serving as an early warning system. Student profiles have also helped to tailor teaching practices to student identity and student strengths (Hoskyn, 2013). In addition, the parents or other caregivers are the first teachers of students, and this role continues even when they start school. Parents need to become collaborative partners with teachers in order to provide an environment that assists their children's performance at school (La Rocque et al., 2011).

The second variable pertains to linguistic competence in terms of grammar, vocabulary, and comprehension skills. The Communicative Competence Theory simplifies that these skills predetermined speaking competence. In many authors considered in the review, skills in grammar, vocabulary, and comprehension are key elements to better speaking proficiency (Astuti, 2013 & Shafie, 2010).

Speaking anxiety refers to the feeling of fear or hesitation to speak in the public with the use of English as a second language. Abdullah et al. (2010) highlighted that most students experience performance anxiety when they need to perform in front of the class. When they feel nervous, they hesitate or stumble or simply look uncomfortable and become silent. In other words, anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the second language in the presence of other people.

The coupling of communicative competence theory and literature reviews formed the conceptual framework of the study, which also leads to the schematic diagram showing the interplay of dependent and independent variables of this research. An intervention program is also formulated help improve speaking competence of students in using English as a second language.

Anchored on the theories and concepts discussed previously, the interplay of variables is shown in Figure 1.
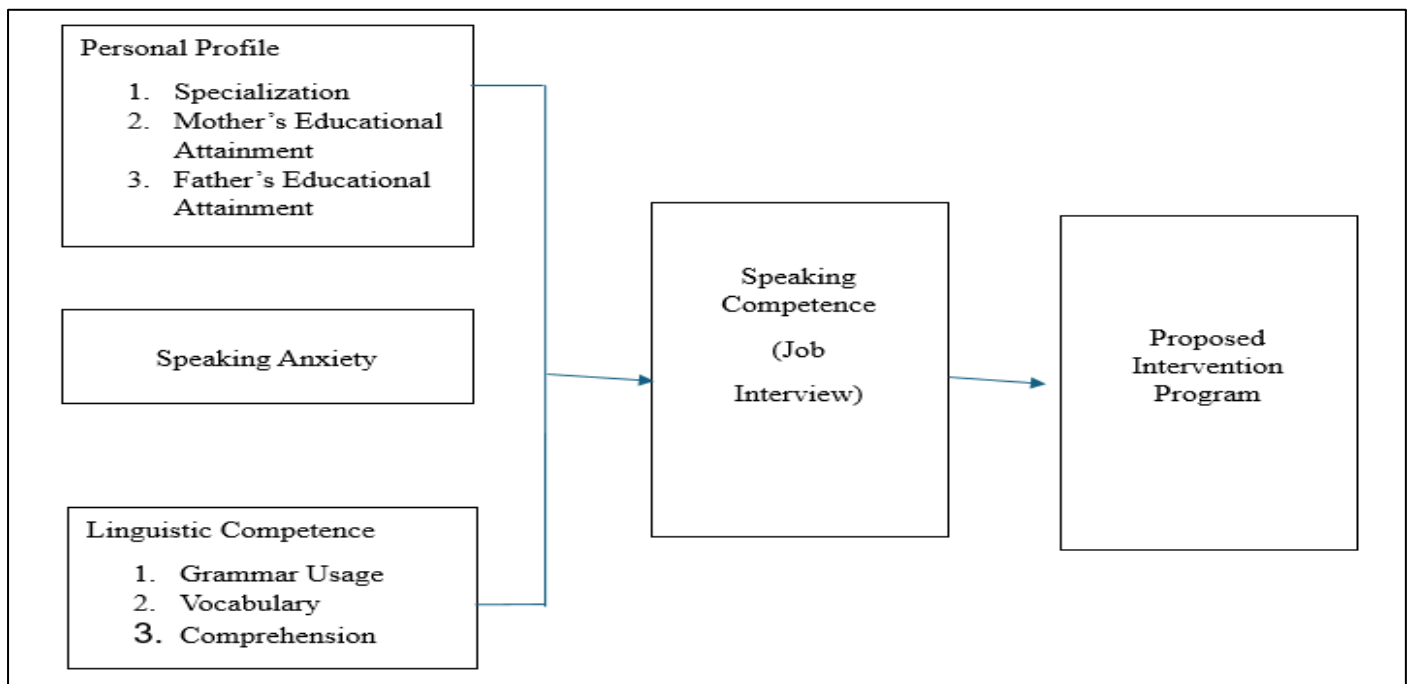
Fig 1: Research Paradigm

E. Statement of the Problem
This study aimed to determine the speaking competence of Senior High School Students in using English as a second language. It also looked at the relationship of some factors potentially associated with the students' English speaking competence. Specifically, this research sought answers to the following questions;

➢ *What is the Personal Profile of the Students in Terms of:*

- specialization;
- mother's educational attainment; and
- father's educational attainment?

➢ *What is the Level of Speaking Anxiety of Students?*

➢ *What is the Linguistic Competence of the Students in Terms of:*

- grammar usage;
- vocabulary; and
- comprehension?

➢ *What is the Speaking Competence of Students When Subjected to a Job Interview in Terms of:*

- skill;
- delivery?

➢ *Which among the Personal Profile, Speaking Anxiety, and Linguistic Competence Significantly Affect Speaking Competence?*

➢ *Based on the Results of the Study, What Intervention Program may be Proposed?*

F. Hypothesis

➢ *The Study is Guided by this Hypothesis.*

• H0: There is no significant relationship between personal profile, speaking anxiety, and linguistic competence of students to the student's speaking competence.

G. Significance of the Study

➢ *The Findings of the Study will be Essential to the Following:*

• Students. The results of the study will directly benefit the students in terms of instructional development and innovation towards improving speaking competence at school.
• Teachers. Teachers will also benefit because they will be provided with an updated speaking intervention program. This will facilitate their delivery of speaking lessons to their students in their respective classes as well as improve students speaking ability outside the classroom.
• DepEd School Administrators. The result of the study will help the administrators of the DepEd, especially in the crafting and design of appropriate instructional materials for course related to speaking.
• School Department Head. The school department will be guided with the results of the study in terms of the implementation of DepEd programs to address the English language speaking incompetence among the students.
• Parents. This study will become a stepping stone to parents in encouraging their students to speak the English language either inside or outside the classroom.
• Future Researchers. The study will be a reference for future researchers who have parallel interests and concepts to this study. Future researchers may also consider the limitations set in the study, thereby widening the scope and research findings.

H. Scope and Limitation of the Study

The main focus of this study was the investigation of the influence of students' profile (specialization, and father and mother's educational attainment), second language speaking anxiety, and linguistic competence (grammar, vocabulary, and comprehension) towards speaking competence. The investigation is delimited to the selected Grade 11 academic strands students of Magallanes National High School during the academic year 2019-2020. A designed speaking intervention program will be made to address students speaking problems.

Moreover, the study is focused on analyzing and assessing the speaking competence of Grade 11 students through job interviews using the theory of communicative competence as the theoretical underpinning used by the Department of Education in the K 12 curriculum hopes to find out the level of student's speaking competence.

In the context of the present study, the researcher has opted to include linguistic competence, speaking anxiety, and socio-demographic profile as a manifestation of the students speaking competence in this present study due to the required time needed to assess all of the respondents individually.

I. Definition of Terms

➢ *The Following Terms are Defined Operationally in this Study:*

• Comprehension. This refers to the understanding of the students in a given reading text, thereby giving a correct answer to a particular comprehension question.
• Grammar usage. This refers to measuring student's knowledge of form, meaning, and function of a grammatical item. In this study, identifying errors is used.
• Linguistic Competence. This is operationally defined as the students' ability and knowledge about grammar usage, vocabulary, and comprehension.
• Parent's educational attainment. This refers to the highest educational attainment that the subjects' parents have achieved.
• Personal profile. This pertains to the subjects' profile but is limited to parents' educational attainment and field of specialization in Senior high school program.
• Second language. This is operationally adopted as a language that the students learn next to vernacular. In this research, English is considered as the second language.

- Speaking Anxiety. This pertains to students' fear or nervousness in using the English language in speaking like the conducted job interview.
- Speaking Competence. This term refers to the ability and knowledge of students to speak using English as a second language in a given job interview.
- Specialization. This refers to the academic strand that the students are enrolled such as ABM, GAS, HUMSS, and STEM.
- Vocabulary. In this study, vocabulary is determined by giving meaning to a particular word through context clues such as synonyms and identifying its meaning from given choices.

CHAPTER TWO
METHODOLOGY

This chapter discusses the research design, research environment, population and sample, ethical consideration, the research instruments, data gathering procedure, sampling technique, statistical treatment of data, and data analysis.

A. Research Design

The study involved a descriptive-correlational design which included collecting, analyzing, and tabulating data regarding prevailing conditions and circumstances alongside with appropriate interpretation with the use of statistical tools. It also determined the level of speaking competence of students and the possible correlation between the personal profile, speaking anxiety, and linguistic competence of students to the speaking competence.

B. Research Environment, Population and Sample

This study was conducted in Magallanes National High School during the academic year 2019-2020. It started its operation since 1968. It is located at P-2, Brgy. Sto. Niño, Magallanes, Agusan del Norte. It is one of the few empowered schools in the entire division because it is fiscally autonomous on the utilization of Maintenance and Other Operating Expenses (MOOE). The school houses students in grades seven to twelve.

The Junior High School has four curricula, namely Basic Education Curriculum (BEC), Special Program in the Arts (SPA), Special Program in Journalism (SPJ), and Science Technology Engineering (STE). The Junior High SPA offers different majors such as creative writing, visual arts, dance, music, and media arts. The Senior High School offers academic track with different strands, namely ABM, GAS, HUMSS, and STEM, as well as Technical Vocational Livelihood track with different specializations such as ICT, FBS, Cookery, SMAW, EIM, Caregiving, and Tour Guiding.

It started with only two classrooms, and since then, it has proliferated into 54 classrooms; 37 belong to Junior High School, and 17 belong to Senior High School. Junior High has one computer laboratory, one chemistry laboratory, one biology laboratory, and one learning resource center. Senior high has two computer laboratories for ICT students and one E-library for their research and rooms intended for the different major such as FBS room and cookery laboratory. It has 84 teaching staff, both junior and senior high, and 13 non-teaching staff.

A total of 2,126 students were enrolled in Magallanes National High School from grades 7-10 for S.Y. 2019-2020. Grade 7 consisted of ten sections and had a total number of 376 students. Grade 8 had nine sections and a total number of 409 students. Grade 9 had eight sections with a total number of 391 students. Grade 10 had nine sections and 356 students. Grade 11 had four strands with 315 students while Grade 12 had six sections with 279 students. Table 1 shows the distribution of samples.

Table 1: Distribution of Samples

Section	No. of Students (N)	Samples (n)
Grade 11 ABM	38	11
Grade 11 HUMSS	45	14
Grade 11 STEM	33	10
Grade 11 GAS	28	8
Total	144	43

The samples were determined using stratified purposive sampling. The sampling was done by getting 30% of the population in each strand. The 30% was also distributed by getting 15% of those who belonged to the top performers in class while the other 15% was composed of those who belong to the least performers based on their Grade 10 English grade.

Fig 2: Map of Magallanes, Agusan del Norte

Fig 3: Pictures of Magallanes National High School

C. Ethical Considerations

For the reason that this study requires the participation of minor age respondents, ethical considerations were rightfully dealt with.

- Autonomy. Subjects who were identified were briefed with the aims and purpose of the study so that they will understand their role as the respondents. After the briefing, they were then asked if they would like to pursue their participation in the said study.
- Privacy. The privacy and safety of the respondents were observed. Personal information of the participants was not in any way divulged to secure their confidentiality. Only significant and relevant details that were of great help for the completion of the study were included.
- Beneficence. The questionnaires which were used were designed only to collect useful information that relates to the study. The questionnaires and interview guide did not contain in any way foul, biased, or humiliating language that could have been offensive to anyone or any particular group. The result of the study was analyzed, and a proper intervention program is created to improve student's speaking competence in using English as a second language. Thus, adheres to this principle ensures that the data benefits what it intends to measure.
- Veracity. During the interview, the researcher trust and respect with the respondents promoting the integrity of the research. The researcher will show her obligation to respect the rights, values, and desires of the participants, as reflected in their truthful responses.

D. Research Instrument

This study used a researcher-made questionnaire and standardized test. The standardized test used was the Foreign Language Classroom Anxiety Scale (FLCAS), as adopted by Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986) and modified into second language classroom anxiety scale. FLCAS is used to measure the speaking anxiety of students.

The researcher-made questionnaire contained the personal information of the student respondents such as specialization, mother's educational attainment, and father's educational attainment. The second part of the questionnaire contained two reading texts that were used to measure the linguistic competence of students, such as comprehension and vocabulary. The third part contained grammar usage exercise by identifying errors in the sentence. Lastly, the fourth part of the questionnaire contained the job interview questions that were used to determine the speaking competence of the students.

An interview rubric was used to measure the competence of students in terms of speaking.

The importance of measuring the accuracy and consistency of research instruments, specifically the research-made questionnaire, has been observed in the conduct of data gathering. As such, the following principles on validity were conducted:

- Face Validity. With the help of the adviser, questionnaires on measuring competence for vocabulary, grammar, and comprehension were ensured. The vocabulary part was integrated into the selection for measuring comprehension. For measuring the grammar, identifying errors was used in order to check student's knowledge on the form, meaning, and function of a grammatical item.
- Content Validity. To ensure content validity, the researcher consulted the language teacher, and they were asked to provide feedback on how well each question measures the construct in questions, content, and test format. Their feedback was then analyzed and considered for editing the questionnaires.
- Reliability test. The researcher-made questionnaire was subjected to test-retest reliability to measure the consistency of results when repeating the same test on the same sample at a different point in time. A small difference between the two sets of results signifies high reliability.

In the given span of three weeks, the questionnaire was tested for reliability and analyzed the results of the test. It was found out that there was a smaller difference between the two sets. The students who were part of the reliability test were not included in the data gathering. The test on anxiety was no longer tested for reliability and validity since it was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS)and modified into the Second Language Classroom Anxiety Scale.

E. Data Gathering Procedure

A letter was sent to the schools division superintendent seeking permission to conduct the study and requesting for the administration of the survey questionnaire and interview to the target respondents. Upon approval of the school's division superintendent, a letter was then sent to the school principal for the same reasons. Upon approval of the school principal, a letter was then sent to the advisers to inform them of the study to be conducted and to seek permission to administer the survey questionnaire and job interview simulation to the target respondents.

Upon approval of the request letter, the questionnaire designed by the researcher was personally distributed to the student respondents. The adviser then checked the for comments and suggestions. Later, the questionnaire was revised.

The researcher scheduled three days to administer the said survey. On the first day, forty-three sets of the questionnaire were distributed to the respondents. These determine the personal profile of the students, as well as the linguistic test (vocabulary, comprehension, and grammar usage.) The researcher thoroughly explained the purposes of administering the survey. The terms in the questionnaire were thoroughly explained to the students during the administration process. Completed questionnaires were then collected.

On the second day, the Second Language Classroom Anxiety Scale was administered to the said respondents. Again, the researcher explained clearly the purposes of administering the survey. Items in the questionnaire were thoroughly explained to the students during the administration process. Completed questionnaires were then collected.

On the third day, a job interview simulation was conducted to determine the speaking competence of the students in the verbal interaction process. Considering that permissions from higher authorities were already secured, the researcher set a schedule for the said job interview. The interview was done one by one in a closed room to avoid any disruption. The researcher explained to the respondent the purpose of the interview and then recorded each interview. Data from the survey and job interviews were later consolidated in preparation for data analysis

F. Sampling Technique

The main subjects of this study were the Grade 11 academic track students of Magallanes National High School (MNHS). A total of 43 senior high school students of Magallanes National High School S.Y. 2019-2020 were chosen.

The stratified sampling technique was employed as the main sampling procedure of the study. The sampling was done by getting 30% of the population in each strand;15% of which composed the top performers and the remaining 15% comprised those who performed the lowest based on their Grade 10 English grade.

G. Statistical Treatment

To be able to ensure valid and reliable interpretations of results, statistical treatment was utilized.

Frequency and percentage were used to determine the profile of the respondents in terms of specialization and parents' educational attainment. To determine the speaking anxiety levels and linguistic competence of students, the arithmetic mean was utilized. Further, to determine which among the personal profile, speaking anxiety, and linguistic competence significantly affect students' speaking competence in the job interview, multiple regression analysis was used.

H. Data Analysis

All quantitative data that were derived from the questionnaire were analyzed using Excel programs and Statistical Packages for Social Sciences (SPSS).

Quantification tables used to interpret mean scores for English language anxiety levels, and linguistic competence are shown in the appendices.

CHAPTER THREE
RESULTS AND ANALYSES

This chapter presents the results and analyses of the findings of the study. The data were presented based on the statement of the problem.

A. On the Personal Profile of Respondents

Table 2 shows the distribution of student subjects in terms of profile.

A large portion of students, around 77% (33), are registered in Non-STEM courses. In this study, the majority of the students show more inclination towards non-STEM courses such as HUMSS, GAS, and ABM. More than half (59%) of the parents of these students were not able to enter a tertiary level of education. According to Yorra (2014), demographic traits relate significantly to the development of one's self-esteem and self-efficacy, as well as educational adaptability.

Table 2: Frequency and Percentage Distribution of Students in Terms of Profile

Profile Indicators		Frequency	Percentage
Specialization	Accountancy Business Management	11	26%
	General Academic Strand	8	19%
	Humanities and Social Sciences	14	33%
	Science, Technology, Engineering, and Mathematics	10	23%
	Total	**43**	**100%**
Mother's Educational Attainment	College Graduate	10	23%
	College Level	7	16%
	High School Graduate	12	28%
	High School Level	12	28%
	Elementary Graduate	1	2%
	Elementary Level	1	2%
	Total	**43**	**100%**
Father's Educational Attainment	College Graduate	8	19%
	College Level	10	23%
	High School Graduate	11	26%
	High School Level	11	26%
	Elementary Graduate	1	2%
	Elementary Level	2	5%
	Total	**43**	**100%**

The highest percentage (33%) of the respondents were enrolled in the HUMMS Strand. Senior high school students preferred courses under the HUMSS strand due to the availability of these courses in the locality. These courses lead to baccalaureate degrees in Education, Criminology, and Social Sciences.

It can also be observed that the General Academic Strand (GAS) had the greatest number of students. This strand is considered to be a neutral strand designed for students who are unsure of the course they want to take in college. This implies that some students still have not decided on a specific course for college, as supported by the study of Moneva et al. (2019).

The data shows that the highest educational attainment of most of the respondents' parents is in Basic Education. This implies that most of these parents may have the means to assist in the learning process of their children in Senior High School.

According to Kainuwa & Yusuf (2013), there exists a difference between children of educated parents and students with parents having completed only primary school or none at all. Educated parents provide library facilities to encourage the child to show examples in activities of an intellectual type such as the reading of newspapers, magazines, and journals. They are likely to have a wider vocabulary by which the children can benefit and develop language fluency.

The careful compilation of student profiles may help to understand students and their personal circumstances better while serving as an early warning system (Stephens & Myers 2013). Profiling has also contributed to tailor teaching practices to student identity and strengths (Hoskyn, 2013).

B. On the Student's Level of Anxiety

Table 3 presents the level of students' speaking anxiety using the instrument adopted and modified the Second Language Classroom Anxiety Scale. The overall mean of 2.78 empirically suggests that the extent of the said anxiety is on average. Based on the verbal description, an average level means students are able to give answers to questions showing several signs of anxiety such as faster heartbeat, dry mouth, sweating, stomach pain, or nausea. Speech may be disrupted; hand, arm, and body movements are likely exaggerated. Nervous habits may also show such as biting nails, wringing their hand, or even hair twirling.

Table 3: Mean Distribution of Students' Speaking Anxiety Level

Indicators	Mean	Level of Anxiety
I don't worry about making mistakes in English class.	2.47	High
I am usually at ease during tests in my English class.	3.16	Average
I feel confident when I speak in my English class.	2.79	Average
I don't feel pressure to prepare very well for English class.	2.84	Average
When I am on my way to English class, I feel very sure and relaxed.	2.98	Average
If I knew I was going to take an intelligence test, I would feel confident and relaxed beforehand.	2.77	Average
When taking a test, my emotional feelings do not interfere with my performance.	3.44	Low
I think I could do much better on tests if I could take them alone and not feel pressured by a time limit.	3.77	Low
I would not be nervous speaking English with native speakers.	2.72	Average
It wouldn't bother me at all to take more English classes.	3.19	Average
I always feel quite sure of myself when I am speaking in English.	2.40	High
While taking an important examination, I do not perspire much.	2.47	High
I do not feel self-conscious about speaking English in front of other students.	2.37	High
I do not get nervous and confused when I am speaking in my English class.	2.30	High
I do not get nervous when the English teacher asks questions, which I have not prepared for in advance.	2.09	High
Overall Mean	**2.78**	**Average**

Range: 1.00-1.79 : Very High; 1.80-2.59 : High; 2.60 – 3.39: Average; 3.40-4.19: Low; 4.20 – 5.00: Very Low

The relatively varying mean scores explain the pooled overall mean of anxiety level in 15 indicators. This mostly made students highly anxious at the same time. This requires an initiative from the teachers in helping the students feel less anxious in a learning environment.

In the study of Phon (2017), teachers play a significant role in treating anxiety problems of students in the use of the second language, especially in situations where students are not prepared in the conversation. High school students who are not used to the second language have a higher chance of experiencing anxiety when subjected to sudden and unplanned communication. This is often encountered in classrooms (Curilan, 2018).

The two highest mean responses are 3.77 and 3.44 on the respective indicators "I think I could do much better on tests if I could take them alone and not feel pressured by a time limit," and "When taking a test my emotional feelings do not interfere with my performance." This showed that time and confidence are very necessary considerations that help lessen the anxiety levels of students towards the use of a second language. These figures emphasize that time preparation is an essential factor in confidence, which eventually leads to low anxiety (Curilan, 2018 & Phon, 2017).

Considerably, table 3 depicts the current state of students' average level of anxiety towards the use of English as a second language.

Table 4 presents the second language speaking anxiety levels across students' specialization. It can be gleaned in the given table that 4 and 5 out of 11 ABM students are exposed to high and average anxiety levels, respectively.

Table 4: Distribution of Students' Speaking Anxiety Levels Across Specialization

Anxiety Level	Specialization								Total	
	ABM		GAS		HUMSS		STEM			
	F	%	F	%	F	%	F	%	F	%
Very High	0	0	0	0	0	0	0	0	0	0
High	4	9.3	4	9.3	3	6.9	3	6.9	14	32.6
Average	5	11.6	4	9.3	10	23.3	6	13.9	25	58.1
Low	2	4.6	0	0	1	2.3	1	2.3	4	9.3
Very Low	0	0	0	0	0	0	0	0	0	0
Total	11	25.6	8	18.6	14	32.6	10	23.3	43	100

As observed during the interview, some of the students tend to control themselves in showing signs of anxiety. However, some manifested anxious behaviors such as shaking their legs while sitting, changing sitting positions, scratching their heads, hair twirling, poor eye contact, and other signs of anxious mannerisms.

Their anxiety was also manifested on how they answered a particular question and the way they delivered answers. For instance, when asked about their motivation to study, some kept on asking for the question to be repeated while others replied by asking the teacher another question. When they answered the questions, it was observed that stammering, repeating, and murmuring occurred frequently during the whole interview session.

Findings shown in Table 4 reflect a realistic situation of students' speaking anxiety towards the use of English as a medium of communication in school. It implies that students are coupled with the need for appropriate and strategic intervention in combating anxiety problems in using English as a communication language.

C. On Linguistic Competence

Table 5: Distribution of Students' Competence in Grammar across Specialization

Score Range:	1-5 Very Low	11-15High
	6-10 Low	16-20Very High

Table 5 shows students' competence in grammar by specialization. It can be observed that the majority of the students in any of the four specializations posited low or very low competence in grammar. None of the students specializing in GAS and HUMSS demonstrate at least a high level of grammar competence. Findings support that linguistic competence in terms of grammar needs to be intervened.

The results show that many students have not mastered basic grammar, which may lead to poor class participation and low comprehension, as observed in the study of Language Arts Competence of Grade 8 Students conducted by Basco (2017).

Thus, the table shows findings on grammar competence among students divulged a huge challenge that should be taken with immediate and appropriate actions.

Table 6: Distribution of Students' Competence in Vocabulary across Specialization

Competence	Specialization								TOTAL	
	ABM		GAS		HUMSS		STEM			
	F	%	F	%	F	%	F	%	F	%
Very High	0	0	0	0	0	0	0	0	0	0
High	2	18	0	0	0	0	4	40	6	14
Low	4	36	2	25	8	57	2	20	16	37
Very Low	5	45	6	75	6	43	4	40	21	49
TOTAL	11	100	8	100	14	100	10	100	43	100

Score Range: 1-10 Very Low; 21-30 High; 11-20 Low; 31-40 Very High

Table 6 presents the students' competence in vocabulary across specializations. It can be observed that 72% of the respondents have Low to Vey Low competence in vocabulary, while only 28% of the respondents have a High to Very High Competence. Students with high vocabulary competence are outweighed by those with a low one. This indicates that the students find it challenging to learn English and could also indicate a poor reading comprehension since the two are correlated, as stated by Banaug (2014). Results unfolded in this study empirically suggest that vocabulary is an area that should be given attention aside from grammar and comprehension.

Table 7: Distribution of Students' Competence in Comprehension Across Specialization

Competence	Specialization								TOTAL	
	ABM		GAS		HUMSS		STEM			
	F	%	F	%	F	%	F	%	F	%
Very High	0	0	0	0	0	0	1	10	1	2
High	4	36	1	13	1	7	4	40	10	23
Low	7	64	6	75	13	93	4	40	30	70
Very Low	0	0	1	13	0	0	1	10	2	5
TOTAL	11	100	8	100	14	100	10	100	43	100

Score Range: 1-5 Very Low; 11-15 High; 6-10 Low; 16-20 Very High

In Table 7, students' competence in comprehension showed a somewhat similar trend of findings with the vocabulary competence found in Table 6. These results are expected, given that there is a correlation between vocabulary and comprehension.

These findings support that an intervention is needed to improve comprehension competence along with grammar and vocabulary. It is necessary since comprehension allows learners to have a clear understanding of a written texts' meaning; without it, learners will not be able to create ideas from interrelated data sources.

D. On Speaking Competence of Students in the Job Interview
Table 8 shows the students' level of speaking competence in the interview in terms of skills.

Table 8: Distribution of Students' Level of Speaking Competence in in Terms of Skills

Level of Competence	Specialization								TOTAL	
	ABM		GAS		HUMSS		STEM			
	F	%	F	%	F	%	F	%	F	%
Low	0	0	2	4.6	2	4.6	0	0	**4**	**9.3**
Fair	6	13.9	3	6.9	8	18.6	4	9.3	**21**	**48.8**
Good	2	4.6	3	6.9	3	6.9	1	2.3	**9**	**20.9**
Very Good	3	6.9	0	0	1	2.3	4	9.3	**8**	**18.6**
Excellent	0	0	0	0	0	0	1	2.3	**1**	**2.3**
Total	**11**	**25.6**	**8**	**18.6**	**14**	**32.6**	**10**	**23.3**	**43**	**100**

Range: 1.00-1.79: Very High; 2.60-3.39: Average; 4.20-5.00: Very Low; 1.80-2.59: High 3.40-4.19: Low

It can be gleaned in the given table that 48.8% (21) of the students show a level of competence that is fair, and 9.3% 4 (2 GAS and 2 STEM) are low. The remaining 18 students have at least met the desired standards wherein they do not answer the given questions. Clearly, they are not prepared and knowledgeable about the position they are applying for. Further, students do not appear to give honest and straightforward responses. Thereby does not sell their skills towards the interview.

Many of ABM (6) and HUMSS (8) students unfold skills that are fair. This is also coupled with 3 GAS and 4 STEM students who are also fair. These empirical results portray students' needs for a school effort in creating an environment where English language skills proficiency is highly evident.

Table 9 shows the students' level of speaking competence in the job interview in terms of delivery. It can be observed that similar to skills, 53.5% (23) of the students are fair in terms of delivery, and 4.6% (2) GAS students are low. This is followed by 9 and 7 respondents who are good and very good with another two students that that is excellent.

Table 9: Distribution of Students' Level of Speaking Competence in in terms of Delivery

Level of Competence	Specialization								Total	
	ABM		GAS		HUMSS		STEM			
	F	%	F	%	F	%	F	%	F	%
Low	0	0	2	4.6	0	0	0	0	2	4.6
Fair	6	13.9	3	6.9	10	23.3	4	9.3	23	53.5
Good	2	4.6	3	6.9	3	6.9	1	2.3	9	20.9
Very Good	3	6.9	0	0	1	2.3	3	6.9	7	16.3
Excellent	0	0	0	0	0	0	2	4.6	2	4.6
Total	**11**	**25.6**	**8**	**18.6**	**14**	**32.6**	**10**	**23.3**	**43**	**100**

During the interview, most of the students did not use proper language and did not enunciate their responses properly. They seem not mature enough in terms of speaking or delivering their responses. At the same time, most of them manifested distracting mannerisms such as hair twirling, shaking of legs, and the like. Further, most of them also deliver their responses in a longer period of time.

However, across specialization, 10(23.3%) HUMSS, 6(13.9%) ABM, 3(6.9%) GAS, and 4(9.3%) STEM students cumulatively are fair. Though there are some students across courses that have shown higher competence, the majority are in areas needing improvement in the aspect of English language instruction.

According to Sharma (2010), the main reason for teaching speaking skills is to provide learners opportunities to practice real-life speaking in the safety of the classroom with their engagement activating their passively stored language elements. It could be further construed that students' low competence in skills and delivery go along with low linguistic competence in grammar, comprehension, and vocabulary.

Table 10: Summary of Speaking Competence of Students when Subjected to a Job Interview

Category	Mean Score	Level of Competence
Skill	2.56	Fair
Delivery	2.63	Good
Overall Mean	**2.60**	**Good**

Range: 1.00-1.79: Low; 2.60-3.39: Good; 3.40-4.19: Very Good; 1.80-2.59: Fair; 4.20-5.00: Excellent

Table 10 displays the speaking competence demonstrated by the students when subjected to job interview simulation exercise. On average, students are good in terms of delivery, as evidenced by a mean score of 2.63. The lowest mean of 2.56 empirically implies that students' skills are fair. Consequently, the pooled overall mean of 2.60 further describes that the speaking competence of the students is within the standards.

Students' level of competence during the job simulationexercise is coherent with the actual skills shown by most students in the school. Based on the undocumented consensuses of teachers, senior high school students reveal more skills in public speaking when they are well-prepared or when speeches are readily made. The majority tends to be less confident when subjected to oral exercises like job interviews and other impromptu conversations. In open discussions with students, many shared that speaking the English language is something that they want to acquire but are having a hard time learning it since they are not confident with grammar, pronunciation, vocabulary, and other linguistic technicalities.

Several researchers (Currilan, 2018; Darder et al.2011), highlighted that second language is really a challenge among senior high school students, particularly in countries with low literacy rates. One of the reasons why students encountered low skills in English language speaking is the overlooked development of self-confidence.

The unfolded students' skills in English language competence indeed pose a crucial challenge in the school administration to work on. In this study, this result is considered in the creation of appropriate actions.

E. On Significant Relationship between Speaking Competence and Other Indicators.

The relationship between speaking competence and other indicators of the study is presented in Table 11. It can be observed in Table 11 that 6 of the seven models show significant Beta coefficient values, which imply a significant relationship. Specialization of students is shown to be the only predictor that does not yield statistical significance, as evidenced by the p-value of 0.79.

Table 11: Significant Relationship between Speaking Competence and Other Indicators

Indicators	Speaking Competence				
	R-value	P-value	Correlation	Conclusion	Decision
Specialization	0.04	0.79	Very Low	Not Significant	Accept H$_O$
Mother's Education	0.36	0.02	Low	Significant	Reject H$_O$
Father's Education	0.39	0.01	Low	Significant	Reject H$_O$
Speaking Anxiety	0.53	0.00	Moderate	Significant	Reject H$_O$
Linguistic Competence					
Grammar	0.78	0.00	High	Significant	Reject H$_O$
Vocabulary	0.76	0.00	High	Significant	Reject H$_O$
Comprehension	0.04	0.00	Very Low	Significant	Reject H$_O$

These findings specifically exposed how each variable predicts the speaking competence of every student. When personal profile indicators were considered, data revealed that specialization in the senior high school program does not show any significant contribution to the level of speaking competence among students, as supported by a p-value of 0.79. This shows similar findings in the study of Moneva (2019), which stated that senior high students, regardless of specializations, demonstrate similar levels of speaking competence.

Parents' educational background, however, showed a low significant relationship with speaking competence. Both the mother's and father's educational background posit respective p-values of 0.02 and 0.01, which substantiate that the educational qualification of parents is a significant factor in speaking competence. In the study of Alphonse and Dekar (2016), it was found out that students whose parents have college degrees speak better than those who do not. Further, a study of Khodady (2012) concludes that students with parents having secondary and higher education score significantly higher than those with primary education. This was supported by Musgrave (2000), stating that a student coming from an educated family tends to be active in academic activities, and in turn, become educated as well.

In the study of Khodady (2012) and Masangya (2013), it was shown that both parents' education and speaking anxiety showed crucial roles in the development of student's speaking ability and competence, particularly in the use of a second language like English.

Speaking anxiety is another variable that showed significant relationship with speaking competence. It showed a moderate relationship between the two indicators. The very small p-value of 0.00 confirms this claim. Data further showed the negative correlation between speaking anxiety and speaking competence. This means that when speaking anxiety is high, the speaking competence becomes low.

In the study of Paee (2012), it was highlighted that anxiety causes every student to be fearful and less confident in speaking to the public. The same author also reported that speaking anxiety is most observed when students attempt to speak a second language. This claim supported Gardner & MacIntyre (2010) who cited that speaking anxiety affects English proficiency.

The same Table 11 affirms that linguistic competence in terms of grammar, vocabulary, and comprehension has a significant contribution to speaking competence. The three linguistic competences garnered similar p-values of 0.00. Hence, each has shown to predict speaking competence significantly. It can be noted however, that among the linguistic competences, comprehension showed a very low correlation with speaking competence. Grammar and vocabulary both showed high significant correlation with speaking competence and that students who have good grammar and vocabulary skills would tend to have good speaking competence.

These results showed coherence with Basco (2017) who reported that students are finding it difficult to master basic grammar. This leads to a poor understanding of the lessons being taught in English. Thus, grammar is an essential skill for good speaking competence.

Vocabulary is significant, for it is crucial in studying target languages. Measuring their vocabulary level should be the first step for educators to understand their English language skills as a basis for teaching approaches. This process needs to be prioritized since vocabulary allows learners to flourish in learning a target language. Without it, the learner will have trouble understanding statements expressed in that language.

Further, besides grammar and vocabulary, comprehension of what is being read or spoken is also significant to speaking competence. It is crucial to the public speaking ability of every speaker, according to Polloway (2018). He stated that comprehension is a vital learning skill that gives meaning construction from a given written text. This is also supported by Bilbao et al., (2016) stating that the absence of comprehension creates meaningless context, and in turn, negatively affecting speaking competence.

Many writers (Ohno, 2011; Amorim, 2013; & Astuti, 2013) claim that students are troubled with public speaking anxiety and are pressured due to their poor skills in linguistic technicalities, including grammar, use of words, and pronunciation. On the contrary, students who have high English language proficiency are more likely to engage in public speaking even when given a short time for preparation. Nunan (2000) declared that senior high school students are very cautious in speaking due to possible discrimination and critique. Most of these students are always considering the appropriateness of grammar and choice of words whenever speaking English in classes or in usual daily conversation. However, because of poor skills and technical proficiency, speaking competence with the use of the English language is compromised.

Data shown above clear portray the need to develop intervention measures that will help improve students' English language proficiency in oral conversation like job simulation exercise. Based on these statistical findings, there is indeed a need to create an intervention program that will enhance the linguistic competence of the students and will eventually improve the speaking competence of the students.

F. On Proposed Intervention Program

After analyzing the gathered data, this study finds that students need help in the different factors that contribute to speaking proficiency that should be considered and given attention by their teachers. It is in this premise that this study formulated a proposed intervention for the students involved in the study. It is also hoped that this program will also serve as basis for other schools to adopt a program that will help students improve their speaking competence.

INTERVENTION PROGRAM
SPEAKING COMPETENCE OF G11 STUDENTS in USING ENGLISH AS A SECOND LANGUAGE

A. Rationale

It has been observed that a number of students from every cultural background are too shy to speak up to answer a question inside the classroom or talk conversationally outside the classroom using the English language. There are many factors that may contribute to students' speaking ability or hinder their oral proficiency. After conducting the study, it has been found that the biggest factor that affects students' speaking competence is the lack of linguistic competence such as grammar, vocabulary, and comprehension. Speaking anxiety also affects the speaking competence of students. They are having a hard time expressing themselves, especially when subjected to interview. Thus, an intervention program is designed for Grade 11 Academic strand students to address their speaking problems. It is designed for students who are enrolled in the Non-STEM program and students whose parents are not college degree holders. The result of their level of speaking anxiety and the result of their linguistic competence are also considered. The intervention consists of programs and activities, indicators, means of verification, persons involved, time frame, budget, and expected outcome that will, in the long run, enhance the students speaking competence.

B. General Objective

With the aforementioned, it is the primary objective of this intervention program to help students improve their speaking competence in a supportive, interactive, collaborative, and encouraging way. According to Ur (1996), the properties of successful speaking activities are when learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Thus, the following intervention programs/activities are suggested.

The matrix of the proposed activities is reflected on the next page.

OBJECTIVES	PROGRAMS/ ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	PERSONS INVOLVED	TIME FRAME	BUDGET	EXPECTED OUTCOME
To develop self-confidence and minimize speaking anxiety.	Practice speaking drills in the classroom such as role-playing, conversation exercises such as PET (pictorial-elaboration technique) and iconography, group discussions, debate, simulations, talk shows, singing, modeling, story-telling, TikTok and practice dictation	At least one speaking drill every class	Evaluated performance tasks.	Students English teachers	All throughout the school year	N/A	Learners will be less shy and be more confident to speak using the English language either inside or outside the classroom
To enrich vocabulary, grammar, and comprehension	Conduct remedial classes to students focusing on grammar, vocabulary and comprehension	At least one-hour remedial class every week (every Friday afternoon)	Remedial class conducted	English teachers and students	June 2021 Once a week every Friday afternoon	Honorarium Of 100/ hour From PTA	Learners will increase their vocabulary, improve grammar usage, and widen their comprehension skills.
To develop self-confidence and minimize speaking anxiety.	Conduct a school counseling with a guidance counselor and Master teacher in English.	At least two counseling sessions (one in the first semester and another one in the second semester)	Approved counseling sessions. Counseling sessions conducted with certificates and recommendations from the counselor.	English Master teachers School Guidance counselor	July 2021 October 2021	N/A	The program will improve student confidence in speaking

CHAPTER FOUR
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary from which the recommendations were based, states the conclusions, and offers recommendations drawn from the analyses and results.

A. Summary

Speaking competence in the use of English as a second language is one of the areas needing improvement amongst senior high school students in the Philippines. However, little research has been positioned to solve this crucial issue.

This study aims to investigate the influence of the following variables to students' English language competence in a job interview simulation; (1) students' profile (specialization and parents' educational attainment), (2) speaking anxiety, and (3) linguistic competence in terms of grammar, comprehension, and vocabulary. The study aimed to create an intervention program that may help in enhancing the communication skills of students in terms of speaking.

➤ *Data were Tabulated and Analyzed, which Lead to the Following Findings:*

The majority of the students are enrolled in non-STEM programs and are specialized in HUMMS (33%). Most had parents who were not able to attain tertiary education.

Using the standardized questionnaire, students demonstrate an average (2.78) level of anxiety towards the use of the English language in an oral conversation. The relatively varying mean scores explain the pooled overall mean of anxiety level in 15 indicators. Exactly six indicators were scored with high anxiety levels, 7 with average remarks, and low for the remaining two indicators.

Supported with the least mean score of 2.09, students get nervous when the English teacher asks questions which they have not prepared for in advance. This mostly made students highly anxious at the same time.

Linguistic competence in terms of grammar is very low. Cumulatively, 86% show poor grammatical skills using a 20- item grammar test. Though relatively many students demonstrate high (23%) and very high (5%) vocabulary competence, it remains evident that the majority scored low and very low in the given two sets of 18-item vocabulary tests.

Further, comprehension is also an area needing improvement. The majority of the students, 70% (30) and 5% (2), demonstrated very low and low comprehension competence, respectively. On the contrary, 23% (10) and 2% (1) disclose respectively high and very high competence based on the 2- sets of 9-item comprehension tests.

Data shows that students are good in terms of speaking competence prescribed in the instrument used. Further, delivery is good, as evidenced by a mean score of 2.63. The lowest mean of 2.56 empirically implies that students' skills are low.

Multiple regression analysis results show smaller p- values (lesser than 0.05) for the variables that comprise linguistic competence, namely, grammar (0.04), vocabulary (0.03), and comprehension (0.02), and speaking anxiety strongly supports for the rejection of null hypothesis (no relationship). On the other note, p-values associated with the remaining variables such as profile are higher than the accepted level of significance (0.05), which further suggests that the gathered data do not support variable relations.

B. Conclusions

This present study found out that the majority of the non-STEM students have parents who are not college degree holders. Additionally, students demonstrated an average level of anxiety towards the use of English as a second language. Further, the level of linguistic competence of students in terms of grammar, vocabulary, and comprehension is low, and the students' speaking anxiety is at an average level. This can serve as a warning for teachers and school administrators in the Department of Education to evaluate the ways in which these learning domains have been taught and learned. Moreover, students' speaking competence is good as defined in the study, while their skills and delivery are low. Thus, these results elevate the needs of teachers and school administrators to formulate activities and render teaching strategies that will improve students' speaking competence. Moreover, students' linguistic competence in terms of grammar, vocabulary, and comprehension significantly influences students' speaking competence.

C. Recommendations

➢ *Based on Significant Findings and Limitations Set in the Study, the Following Recommendations were Made:*

The use of the English language in usual daily conversations is a good strategy to enhance and nurture the confidence of the students and reduce anxiety towards the use of English as a second language to the majority. Furthermore, positive feedbacks and encouragement, as well as simple gifts and rewards, will be of great help to students when they speak the language. Talking to native speakers personally or through the internet can also be beneficial. Also, having speaking drills with rewards will help students boost their confidence.

Teaching grammar, vocabulary, and comprehension should be inserted in everyday lessons either as part of the motivation or the main lessons incorporated with linguistically structured activities. This involves cooperative games/wordplay, spelling, reading stories for vocabularies and comprehension, and film watching with English subtitles could somehow improve one's linguistic competence in terms of grammar, vocabulary, and comprehension. Conducting remedial classes on grammar, vocabulary, and comprehension will be of great aid also the students.

An interactive method of classroom teaching is highly effective. The teacher may incorporate interactive games such as role-playing games, conversation exercises such as pictorial-elaboration technique (PET) and iconography, group discussions, debate, simulations, talk shows, singing, modeling, story-telling, practice dictation, and TikTok. These activities could somehow improve students' strategic skills and delivery and should be integrated into the lessons.

Teachers can use these speaking activities provided in the intervention program. This can facilitate their delivery of speaking lessons to their students in their respective classes as well as improve students speaking ability outside the classroom. Further, parents will likely be optimistic in encouraging their children to speak the English language either inside or outside the classroom.

The researcher and the school head may use the result of this study in developing instructional materials with special emphasis on improving the linguistic competence of the students. Further, future researchers can extend the direction of the study by investigating the moderating effect of school type (e.g., private or public, big school or small school).

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