

Research Article

Enriching students' language skills for grade 8

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ABSTRACT

This study assessed the five language skills such as listening, speaking, reading, writing, and viewing and tested their significant relationship with the Grade 8 students' Average English Grades at Guihulngan National High School-Poblacion, Negros Oriental, school year 2018-2019. Based on the findings, enrichment activities were proposed. The descriptive method was utilized in interpreting the data gathered from the rating sheets showing the students' English grades, and the adapted questionnaire, testing the skills. Simple Percentage, Weighted Mean, MPS, and T-test were used as statistical tools. The Grade 8 students were Fairly Satisfactory in listening, speaking, and viewing, while they Did Not Meet Expectations in reading and writing. Overall, their performance level was Fairly Satisfactory. Additionally, it was disclosed that the majority or 48 percent of the respondents obtained the general average of Fairly Satisfactory. Moreover, the test of significance revealed that listening, speaking, viewing, and writing have a positive significant relationship with the students' English grades. However, reading skill was found to have no significant relationship with the students' grades though both variables possess a positive low correlation. Based on the findings, it can be said that the English Performance level of the Grade 8 students was far below the standard set by the Department of Education which is Outstanding level, and that Grade in English was a determinant of the Performance level of the respondents. Thus, it is highly recommended that the output of this study be implemented.

Keywords: english teaching; language skills activities; descriptive method; negros oriental; Philippines;

1. INTRODUCTION

Language skills serve as an indispensable key in opening and setting oneself to the demands of daily communication activities. In fact, it was cited by Bazo and Cabrera (2002) on the Internet TESL Journal that teaching English as a second language has become one of the most essential subjects in most European primary schools. Hence on the website of the Middlebury Institute of International Studies (2015), it was posted that the institute offers Intensive English Programs that would improve the students' English language skills in preparation for successful life at work. That is why the programs give emphasis on English for communication, business, and academic purposes. However, despite the emergence of various English programs offered around the globe, Playdon (2013) noted that the problem of under-developed English language skills in some parts of Europe has been found. In fact, the 2012 European Survey on Language Competences assessed students on their competency in their first foreign language and identified that Spain and France have an average of 29% and 14% respectively for English at the difficult level across reading, listening, and writing which implies that students have not yet satisfactorily acquired the skills in the English language.

In the Philippines, listening, speaking, reading, and writing along with the newly included skill, viewing, are the five linguistic skills considered in the K-12 curriculum. It is with these skills that the enhanced language curriculum is clinging and striving for the students to acquire and develop and this poses a great challenge to the English teachers' art of teaching. More specifically, the English teachers at Guihulngan National High School-Poblacion have undergone training and seminars that cater to the needs of 21st-century learners would result in better performance. Despite the hardships in teaching the students, the workshops and training undertaken by the English teachers at Guihulngan National High School-Poblacion, it is alarming to know that the 2013-2014 National Achievement Test (NAT) results show that the fourth-year students at GNHS-P performed unsatisfactorily in the English subject with the percentile score of 50.28 which ranks fifth among the six learning areas tested. Another feedback given by many of the researcher's fellow Grade 8 English teachers is that many of their students are having difficulties in the English subject. That is why English summer classes cannot be completely eradicated in the said school.

It was with the above scenario that the researcher saw the need to determine the level of language skills of the future NAT takers and the undertakers of the new curriculum, the Grade 8 students. The significant findings of this undertaking served as concrete bases for the proposed enrichment activities toward the higher attainment of students' English language skills.

2. RESEARCH METHOD

This study made use of the descriptive research design. To gather the data needed in this study, first, the researcher wrote a letter to secure permission from the Schools Division Superintendent and from the School Principal to conduct a test among the randomly selected 50 students or 25 percent of the total population of the four sections of Grade 8 level at Guihulngan National High School-Poblacion. Second, the researcher gave the respondents an orientation on the purpose of the study. Third, the test was administered by the researcher among the respondents. Lastly, to get the English general point average (GPA) of the respondents, the researcher asked permission from each section adviser to get data from the report cards of the chosen respondents. Adapted test questionnaires from Badilles (2010), in her study entitled, English Proficiency Level of Second Year Students at the National High Schools of Moalboal, Cebu, and Mamugay (2017) in her study, Multiliteracies in English for Grade 8 were used in this study. In administering the test to be answered by the students, the researcher used a tape recorder for the two listening texts which contain five questions each, a total of 10 questions. The questions targeted the following fourth quarter learning competencies: make predictions on what to come next after listening to a segment of a text; infer emotions and thoughts expressed in a listening text; summarize information from the text listened to and evaluate the worth and importance of ideas found in the listening text.

To assess the speaking skills of the respondents, a dramatic monologue was delivered to the respondents, and their performance was rated by three teachers using a rubric. The speaking test covered the fourth quarter learning competencies such as: delivering a manuscript or memorized speech with the correct production of English sounds; utilizing appropriate prosodic features of speech like stress, volume, juncture, speech rate, intonation, pitch, and projection; manifest fluency and ease in delivering manuscript/memorized oral speech before an audience; and apply nonverbal strategies in communication like body movements, gestures, etc. To test the reading skills of the respondents, a paragraph taken from the Testing Reading Power II book was used. The students were asked to give appropriate responses. The learning competencies such as identifying positions of a topic sentence; identifying details that support the topic sentence; identifying general and specific statements; evaluating the accuracy of given information; making conclusions out of the given details; and putting together important information presented in a text were the target of the said test.

To test the writing ability of the students, they were directed to write an opinion article about an issue, and this covered the fourth quarter competency, which is to compose journalistic texts. This test was scored with the use of a writing rubric. On the other hand, to test the viewing skills of the students, they were asked to give appropriate responses to the comprehension questions based on the material viewed. This test targeted the following fourth quarter learning competencies namely: based on a material viewed, differentiate reality and fantasy by analyzing their respective elements; formulate questions on a certain aspect of material watched, and give comparison and contrast of one's perceptions with those found in a viewing material. To get reliable results, appropriate statistical tools should be used. For this study, several tools were utilized. As for the respondents' profiles, a simple percentage was used. Their performance level in the five language skills was tabulated through the frequency count and analyzed through the weighted mean and the Mean Percentage Score with the scaling standard set by the Department of Education. A significant relationship between the respondents' performance in the language skills and their general average in English was determined using the T-test.

3. RESULTS AND DISCUSSION

3.1 Respondents' Profile

This portion presents and discloses the personal profile of the grade 8 respondents as to their age and gender, their parents' combined monthly income, and their highest educational attainment.

Table 1. Personal profile of the grade 8 respondents

Profile	Frequency	Percentage
Age		
17-18	2	4.00
15-16	11	22.00
13-14	37	74.00
		100.00
Average	14.1	
Gender		
Male	22	44.00
Female	28	56.00
Total	50	100.00
Parents' Combined Monthly Income		
Php 10, 000 and above	3	6.00
Php 6,000 – 9,000	3	6.00
Php 5,000 and below	44	88.00
Total	50	100.00
Parents' Educational Attainment		
Mother		
College graduate	4	8.00

College level	2	4.00
Secondary graduate	6	12.00
Secondary level	12	24.00
Elementary graduate	12	24.00
Elementary level	14	28.00
Total	50	100.00
Father		
College graduate	4	8.00
College level	3	6.00
Secondary graduate	7	14.00
Secondary level	10	20.00
Elementary graduate	6	12.00
Elementary level	20	40.00
Total	50	100.00

3.1.1 Age and Gender

Age of the students refers to the length of life measured by years from birth, while gender refers to the students' behavior associated with one sex. As shown in Table 2, in the Age section, the students' ages in Guihulngan National High School-Poblacion ranged from 13 up to 18. Among the 50 respondents, 37 or 74.00 percent belonged to the age bracket of 13-14, while 2 or 4.00 percent were aged 17-18. Moreover, it was revealed that the average age of the respondents was 14.1 which implied that the students of Guihulngan National High School-Poblacion were in the normal attainment of being grade 8 students and that only very few students were old for a grade 8 level. The findings are like that of Badilles (2010) in which the majority or 87.59 percent of the respondents had normal attainment as 2nd-year students. The gender section in Table 2 reveals that the respondents comprised 22 males or 44.00 percent and 28 females or 56.00 percent. It could be interpreted that the female outnumbered the male respondents which only supports the claim of Mckena (2015) that in global university attendance and graduation rates, women have outnumbered men, with a ratio of 100:93.

3.1.2 Parents' Combined Monthly Income

The combined monthly income of the parents can be an important aspect to look into as this can create an impact on the achievement of the students. The table above also presents the parents' combined monthly income of the respondents. As reflected in the Table, 44 or 88.00 percent of the respondents' parents were having a monthly income of 5,000 pesos and below which did not meet the poverty threshold of 10, 481 pesos as released by the Philippine Statistics Authority in 2018. This means that majority or a great number of the grade 8 students belonged to the poor sector of the society which further concludes that students' family income was not enough to meet both basic food and non-food needs. On the other hand, only three (3) or 6.00 percent of the respondents have attained the poverty threshold of 10,000 pesos and above which implies that only very few of the respondents' families were able to meet their food and non-food needs. Akee et.al. (2010) cited that poverty and parents' low socioeconomic status have effects on children's outcomes, including low intelligence quotient, educational accomplishment and achievement, and social-emotional dilemmas. It specifically indicates that most of the respondents are having difficulties in acquiring the five language skills since family income may affect their English performance. This has been strengthened by Costales and Sanjurjo (2018) as they cited that learners from poor families get significantly lower scores than those who come from favored socioeconomic backgrounds.

3.1.3 Parents' Highest Educational Attainment

Knowing the highest educational attainment of the respondents' parents is an essential step as this can be a determinant of the students' success in their school performances. It is disclosed in Table 2 that the highest percentage of the respondents' mothers and fathers were in the elementary level, with the frequencies of 14 or 28.00 percent and 20 or 40.00 percent respectively. On the other hand, only two (2) or 4.00 percent of the respondents' mothers were at the college level which is not far from the three or 6.00 percent of the fathers on the same level. It can be interpreted that the majority of the parents had only attained elementary level and only very few had reached college or graduated from it, which implied that the respondents had no immediate more knowledgeable others at home and this could have some effects on the respondents' school performance, specifically, on their English language performance. As cited by Akee et. al. (2010), research suggests that parents' educational attainment is truly a relevant and important unique determinant of children's school achievement.

3.2 Respondents' Level of Performance in the Language Skills

This portion delves on the performance of the grade 8 students on the five language skills tested such as: listening, speaking reading, writing, and viewing as well as their general average in English.

3.2.1 Listening Skills

Listening is the conscious effort of the learner to understand and interpret the information that he/she heard from the speaker. Specifically, it is the ability of the students to do the following fourth quarter learning competencies: making predictions on what to follow listening to a segment of a text; making inference on the thoughts and feelings expressed in a

listening material; summarizing information from the text listened to and evaluating the worth and importance of ideas found in the listening text. The performance of the grade 8 students in the listening aspect is presented in **Table 2**. It can be seen in the table presented that the grade 8 students obtained the highest frequency of correct responses in question number 10, which means that the majority of them, specifically, 90 percent of the respondents had attained the learning competency in predicting what to come next after a series of details listened to. This best performance on the said competency can be attributed to the students' background knowledge like the situation/s found in the listening text. Their schema or prior knowledge let them predict correctly what to follow a segment of text. Just as Wilson (2019) stressed in her article, prior knowledge from what students have learned and/or from life experiences is used to make predictions or educated guesses.

Table 2. Listening Skills

Items	FCR	Percentage
What possible title can we give to the story?	33	66.00
How did the peoples' comment on the resemblance of the two boys help in the progress of the story?	29	58.00
How did both parties feel after the revelation?	35	70.00
Why were both parties not glad when they learned the truth?	39	78.00
How would you sequence the following events based on the story?	40	80.00
Which of the following themes is not found in the story?	38	76.00
Do you think the mother's decision helped the situation to become better?	42	84.00
How did the mother's irresponsibility affect Ricardo's life?	36	72.00
What can you say about Ricardo's mother	41	82.00
What do you think would happen next to Ricardo?	45	90.00
Average		37.80
Mean		7.56
MPS		75.60
Description		Fairly Satisfactory (FS)

Legend: 90 or above Outstanding (O); 85-89 Satisfactory (VS)
 80-84 Satisfactory (S) 75-79 Fairly Satisfactory (FS)\
 74 or below Did Not Meet Expectations (DME)

On the other hand, the grade 8 students got the lowest frequency of correct responses in question number 2 which signifies that the respondents had the least ability to evaluate the worth and importance of ideas presented in the listening material. In fact, only 29 students, or 58 percent of the total population got the correct answer to the second question. This poor performance could be since evaluating is a higher level of cognitive skill, and thus difficult to be acquired. As cited by Adams (2015), evaluating is a higher-order skill that requires deeper learning and a greater degree of cognitive processing. To sum up the result of the listening skills test, the respondents obtained the Mean of 7.56 or 75.60 MPS which means that the grade 8 students' performance level in listening was Fairly Satisfactory (FS). This further concludes that the grade 8 students had acquired minimum skills in understanding and interpreting the information that they heard from the speaker but needed assistance in transferring them. It only supports the claim of Bazo and Cabrera (2002) that listening is considered by learners as a language skill that is very difficult since they tend to undergo unnecessary pressure to comprehend every word heard. However, the result does not agree with that of Badilles' (2010), wherein the respondents got an average level in the listening phase. Whether it yields the same result or not as previous studies, one thing is to let the language teachers be aware of their vital role in attaining students' listening skills by creating a friendly and caring environment that ensures success for the development of the said skill (Bazo & Cabrera, 2002).

3.2.2 Speaking Skills

Speaking means the skillful delivery of a manuscript by the learner with ease and fluency: the application of the exact production of the English sounds and the utilization of effective nonverbal communication strategies. **Table 3** deals with the grade 8 students' performance on the speaking test.

Table 3. Speaking Skills

Scale	Descriptions	f	Percentage
3.25-4.00	Distinguished	12	24.00
2.25-3.24	Proficient	36	72.00
1.75-2.24	Novice	2	4.00
1.00-1.74	Needs Improvement	0	0.00
	MPS	76.58	(Fairly Satisfactory)

It can be inferred from the data presented that majority of the grade 8 students, specifically, 36 students or 72.00 percent of the total respondents were having Proficient speaking skills which means that while delivering the manuscript, they maintained eye contact with the audience less than 80 percent of the time; their nonverbal communication complimented the message, and they spoke clearly and distinctly nearly all the time without committing two or more mispronounced words. The Proficient performance of the students can be attributed to the fact that they were given a lot of time to rehearse the manuscript and modeling was made beforehand. In fact, Bodie et. al. (2015) stressed that rehearsal results in more fluency in speech and in higher self-reported speech evaluations. Though the students' proficient

performance was leading and its whole speaking level is Fairly Satisfactory, it cannot be denied that DepEd aims for excellence, and thus speaking enrichment activities should be formulated to turn the proficient into distinguished speakers. It is also the best way to address the needs of the 4.00 percent of respondents who were Novice speakers. This was best reinforced as cited in Internet TESL Journal by Bazo and Cabrera (2002) that teachers should plan meaningful activities that would offer the learners the best chance to improve and enhance their speaking skills.

3.2.3 Reading Skills

Reading is the interaction between the reader and the text that is formed by the reader's previous knowledge and experiences. It is the ability to locate a topic sentence; identify details that support the topic sentence; distinguish general from specific statements; evaluate the accuracy of given information; formulate conclusions out of the given set of details; put together all important information found in reading material. Table 5 shows the performance of the grade 8 students on the reading test. As illustrated in the table, the grade 8 students got the highest frequency of correct responses in question number 4, which required the students to evaluate the accuracy of the given information- a lower order thinking skill since the answer to the question was just found explicitly in the text. In fact, based on the data presented, 47 students, or 94 percent of the total respondents were able to answer the question correctly.

Table 4. Reading Skills

Items	FCR	Percentage
1. Which of the following is a general statement?	35	70.00
2. Where can we find the topic sentence of paragraph four?	34	68.00
3. Which of the following supports the topic sentence, "One should not give way to discontent?"	40	80.00
4. The maiden in the selection overcame her sadness when she was left by her fiancé by reading spiritual books and marrying a wealthy man.	47	94.00
5. How should we respond to God's sent grief or pain?	28	56.00
6. What is implied in the title of the selection?	35	70.00
7. Which of the following is true about sufferings and pain?	36	72.00
8. How would you interpret the message portrayed in the selection?	40	80.00
9. Which of the following statements is specific?	38	76.00
10. How are God-sent pains and sufferings being called?	36	72.00
Average		37.20
Mean		7.44
MPS		74.40
Description	Did Not Meet Expectations (DME)	

The lowest frequency of correct responses in question number 5 wherein drawing conclusions from a set of details was required-a higher-order cognitive skill only 56 percent of the respondents or 28 students got the right answer. This can be attributed to their inability to identify and figure out implied information based on their experiences. As stressed in Reading Rockets' article (2019), drawing conclusions is a skill that develops over time, and it requires putting together various pieces of information that rely on good word knowledge. As a summary of the reading skills test results, it is apparent that the grade 8 students obtained the Mean of 7.44 or 74.40MPS with the description of Did Not Meet Expectations (DME). This implies that the grade 8 students struggled to recognize, understand, and interpret printed or written words. In this case, comprehension in reading is at stake, which is a skill considered one of the most important skills for learning the other branches of knowledge. In a review done by Kendeou and Mcnamara (2017) on translating advances in reading comprehension to educational practice, it was pointed out that to improve students' reading comprehension, scaffolding and remediation are needed. Therefore, reading enrichment activities should be employed as a scaffold and remediation to develop and enhance the said skill.

3.2.4 Writing Skills

Writing in this context is the ability of the learner to compose a journalistic text with a conscious sensitivity to grammar, spelling, capitalization, punctuation, and organization of thoughts. **Table 5** reveals the grade 8 students' performance in the writing skills test. From the table illustrated, it can be extracted that the grade 8 students performed poorly in the writing test. It is very important to note that out of the 50 respondents, 38 percent of them were Novice writers which made the implication that in the students' write-ups, their responses generally focused on identifying the topic and formulating an opinion; they supported the opinion with insufficient reasons that included ideas related to the opinion; created a structure that included some reasons and a concluding statement; sometimes used correct capitalization and punctuation with support; had a partial understanding of: knowledge on English grammar conventions is grade appropriate; and inconsistently applied spelling skills and patterns in written work.

Table 5. Writing Skills

Scale	Description	f	Percentage
3.25-4.00	Distinguished	2	4.00
2.25-3.24	Proficient	21	42.00
1.75-2.24	Novice	19	38.00
1.00-1.74	Needs Improvement	8	16.00
MPS		73.50 (Did Not Meet Expectations)	

Overall, the performance of the grade 8 students was on Did Not Meet Expectations level. Students' poor performance in the writing test can be interpreted as the result of poor vocabulary and lack of knowledge of grammar. Thus, making the students struggle more in organizing their ideas with the use of the English language. This has been supported when Ashraf and Bilal (2016) found out in their research on "ESL Learners' Writing Skills: Problems, Factors and Suggestions" that students' major problems in writing are a lack of language competence (including knowledge of grammar, structure, and vocabulary), anxiety in writing, insufficient ideas, reliance on the first language and not a strong organization. It was also concluded by Gimena (2009) in her study, that the students' poor proficiency in grammar and usage was given attribution to the lack of adequate language learning activities during their education in the lower years and this resulted in the students' poor mastery of the structures of grammar and usage. Moreover, language can make writing difficult, especially when one is not that well-equipped with the language to be used. In addition, a relevant study of Baluma as cited by Gimena (2009) concluded that students have not acquired the necessary skills to express themselves in writing especially in the real situation as institutions did not expose the students to communicate in writing.

3.2.5 Viewing Skills

Skills in viewing refer to the ability to distinguish reality from fantasy through analyzing their respective elements based on a material watched; formulate questions on a certain aspect of a viewing material, and give the comparison and contrast of one's perceptions with those found in a material viewed. **Table 6** displays the results of the viewing skills test conducted among the grade 8 students. Through a cursory look at the table, the grade 8 students performed well on the eighth question, which merely let the students recall information that was obviously stated in the material viewed. To support, out of the 50 respondents, 45 students or 90 percent had answered the eighth question correctly.

Table 6. Viewing Skills

Scale	Description	f	Percentage
3.25-4.00	Distinguished	2	4.00
2.25-3.24	Proficient	21	42.00
1.75-2.24	Novice	19	38.00
1.00-1.74	Needs Improvement	8	16.00
MPS		73.50 (Did Not Meet Expectations)	

It can also be inferred from the **Table 6** that the students performed least in the number 9 question which calls students to raise questions out of the material viewed. This poor performance in this item might be due to a lack of learning exercises that let students raise their own questions about a lesson. To support this notion, as cited in Fusion Yearbooks site (2016), there is little room for students to raise questions since teachers are too busy supplying them with what they believe to be the acceptable answers. Consequently, students learn that questioning is not welcome and eventually practice it less and less. Overall, the respondents got a Mean of 7.72 or an MPS of 77.20 which can be described as Fairly Satisfactory (FS). From the revealed results, it can be deduced that the grade 8 students had just developed minimum knowledge in identifying the difference between reality and fantasy by analyzing their respective elements based on a material viewed; raising questions on a specific aspect of viewing material and comparing and contrasting one's perceptions with those given in a material being watched. It further signifies that enrichment activities are needed to improve the viewing skills of the students since this skill enhances listening and reading skills as learners decode nonverbal forms of communication and visual elements of multimedia presentations and to the visuals accompanying print; specific textual techniques; and quality of different media, Estroga (2012).

3.3 Respondents' English General Average Grade

This portion reveals the grade 8 students' general average in English with the corresponding descriptive ratings: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. As reflected in table 9, it is evident that 48 percent or 24 respondents obtained the general average of 75-79 which belonged to the Fairly Satisfactory level.

Table 7. Students' English Grade

General Average		Frequency	Percentage
Outstanding	90 or above	2	4.00
Very Satisfactory	85-89	6	12.00
Satisfactory	80-84	18	36.00
Fairly Satisfactory	75-79	24	48.00
Did Not Meet Expectations	74 or below	0	0.00
Average		80.02 (Satisfactory)	

This means that the same percentage of the respondents had developed minimum knowledge, skills, and core understanding but still needed help in transferring them. Based on the students' demographic profile, it can be inferred that their performance, specifically in English is low. This has been supported by Butler (2015) when he found out that those parents who belong to the poor sector have the tendency to stay controlling and often failed to display their children's motivation and competence since the use of English outside of school is also low. On the other hand, only four percent or two students out of the total respondents got the general average of 90 or above or Outstanding level, which implies that only two respondents exceeded the core requirements in terms of skills, knowledge, understanding, and can translate them independently, directly, and flexibly through performance-based tasks. The overall grade 8 students' general average which is 80.02 or Satisfactory means that language skills really need to be enhanced as these skills are what make up their English grade.

3.4 Test of Significant Relationship Between the Students' English Average Grade and their Language Skills

The significant relationship test between the students' average grade in English and their language skills was determined to unravel the degree of interrelationships existing between and among the variables. As perceived in **Table 8**, listening and viewing skills are having positive high correlation with the grade 8 students' Average English grade having the P-value of 0.00, lower than the alpha value of 0.05. This signifies that the null hypothesis must be rejected, which means that the grade 8 students' listening and viewing skills are significantly related to their English grade. This high correlation can be explained by the teachers' often utilization of learning activities (component of English grade) that require students to use their listening and viewing skills. This has been strengthened when Abrams (2017) emphasized the importance of listening ability in achieving high levels in school. Moreover, Bozorgian (2012) concluded in his study that there is a close correlation between listening comprehension and the over-all language proficiency, English general average in this context. Another support stated by International Listening Association (2012), good listening skills would lead to higher performance since there is more retention of important information such as content material or instructions about assignments and learning activities; conversely, poor listening skills lead to poor performance. Also, Cabano (2011) concluded that reading proficiency level is a determinant factor to the scholastic achievement of the pupils in all grading periods.

Table 8. Relationship between the Students' English Grade and their Language Skills

English Grade and Language Skills	Sr Value	Degree of Relation	P-value	Decision	Interpretation
Listening	.91**	High Correlation	0.00	Reject Ho	Significant
Speaking	.34*	Moderately low	0.02	Reject Ho	Significant
Reading	.27	Low Correlation	0.06	Accept Ho	Not Significant
Writing	.58**	Moderately High	0.00	Reject Ho	Significant
Viewing	.75**	High Correlation	0.00	Reject Ho	Significant

In terms of the viewing skills' high correlation with the grade 8 students' English grade can be attributed to the fact that technology use in the classroom setting is prevalent nowadays. To support, English Central (2017), video is considered a powerful tool in today's classroom since it offers a strong context by which English is taught. In an experiment, the grade eight students who obtained low scores on a pre-test of the search activity improved their scores through viewing the film more than practicing the task given, Schmidt and Vandewater (2008). Therefore, there is really a significant relationship between viewing skills and English grade. When it comes to the correlation between the grade 8 students' writing skills and English grade, it was found that the two variables were having moderately high correlation, with the P-value of 0.00 which is lower than the alpha value, 0.05. This implies the rejection of the null hypothesis which means that the grade 8 students' writing skills are significantly related to their English grade. This moderately high correlation can be explained by the teachers' inclusion of writing activities that make up the students' English grade. In fact, in a national survey conducted by Brindle, Graham, Harris and Hebert (2016), teachers indicated their use of various evidence-based classroom practices in their classroom, yet most of these were not applied frequently. On a more positive note, students are asked by majority of the teachers to compose multiple paragraphs relatively frequently (four times a month or more often). These writing tasks contribute to the English grade of the students.

In this context, the correlation between the grade 8 students' speaking skills and their English grade was identified to be moderately low. Since the P-value was 0.02, lower than 0.05, the null hypothesis was rejected with the interpretation of significant, which further signifies that the grade 8 students' speaking skills and their English grade have significant relationship. However, this moderately low correlation can be due to the fact that teachers tend to do away with graded speaking activities. According to Nazara as cited by Guzel and Aydin (2016) in the Global Journal of Foreign Language Teaching, because of speaking's challenging nature, it is mostly neglected during language learning process. Moreover, the same authors cited the notion of Egan that generally, speaking is not preferred compared with the other skills because teachers find it hard to assess the students while they are speaking. Therefore, English teachers tend to focus more on teaching the structural aspects of the language. On the other hand, based on the table, the reading skills and English grade of the grade 8 students got the P-value of 0.06, greater than 0.05, the alpha value. This means that the two variables, reading skills and English grade do not possess significant relationship. However, a low correlation between the two variables is manifested.

This low correlation maybe since there are still other factors that most contributed to the English grade of the students. As cited by Anggraini (2017) in his study, the National Center for Education Statistics stresses that students' academic achievement is influenced by several factors, such as students' background, features of school organization, qualifications of teachers, and school climate, and reading comprehension. One of these factors might have contributed most to the grade 8 students' English grades. In addition, a closer look at the review of related studies discloses that the results of this study bear similarities with the previous bodies of research. Menaka and Jebaraj (2017), in their study, a conclusion was made on the correlation between the students' comprehension in reading and their achievement in English. Same to Hijazi (2018), it was found that reading comprehension positively affects English achievement. Hence, reading enrichment activities should be formulated to enhance the students' reading skills as this has a positive effect on their English grades.

4. CONCLUSION

It can be deduced that the Grade 8 students' English grade has a positive significant relationship with the language skills, such as listening, viewing, speaking and writing. Among those skills, listening and viewing are highly correlated to the Average English Grade. This indicates that the English language skills are interrelated and interdependent with one another and that the English grade is a predictor of the students' acquisition of the said skills.

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AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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