

# Factors that Affect the English Speaking Skills of Bacongnon-Speaking Students

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**Abstract**— This study determined the factors that affect the English-speaking skills of Bacongnon-speaking students at Gatbo National High School, School Year 2022-2023. The participants were grade 12 senior high school students. A speaking test, a survey questionnaire, and an interview schedule are the main instruments in gathering the data needed for the study. The data were analyzed and interpreted using the Forester transcription, Likert scale, frequency count, weighted mean, and basic transcription. The findings revealed that the result of the speaking test in terms of accuracy showed that there was only a few grade 12 Bacongnon-speaking students who were able to use correct grammatical structures. At the same time, the majority failed to observe the correct use of the basic subject-verb agreement. It was also found that there were limited students who can use appropriate adjectives in terms of providing details. Moreover, the findings revealed that some students were able to provide more detailed information about the given topic, while the majority had difficulty in using the appropriate adjectives, and conjunctions. It also showed that in terms of fluency, there were only a few students who can pronounce the English words correctly. While the majority of them had difficulty differentiating the sounds of voiced /th/, unvoiced /th/, the /d/ sound, short /e/, long /e/, short /o/, and long /o/sounds. In terms of intonation, there were three students who were able to use the appropriate intonation during the speaking test while the majority had difficulties in using the appropriate intonation when delivering declarative sentences. Based on the findings of the study, the first three in rank among the psychological factors are intrinsic motivation, academic pressure, and fear of criticism. Along linguistic factors is vocabulary in English, the spontaneity of speech, and appropriate translation. Along with instructional factors is a lack of motivation, feedback, and interest in the given topic. Along with environmental factors are: lack of interaction, culture and tradition, and social norms. The findings also presented that the computed overall mean on the extent of effects of the factors on the English speaking skills of the students along psychological, linguistic, instructional, and environmental are: 3.17, 3.25, 3.54, and 2.83. These are described as sometimes, sometimes, sometimes, and seldom. Likewise, a podcast-based lesson can be proposed to address the identified factors that affect the English-speaking skills of Bacongnon-speaking students. On the basis of the findings, some recommendations have been proposed to address the factors that affect the English-speaking skills of the students. Students should be exposed more to activities and tasks that focus on vocabulary building, and teaching of correct grammatical structures. Appropriate speaking tasks should be given to the students. These tasks may include tongue twisters, role-play, dramatization, symposium, and other speaking tasks that will develop the student's pronunciation and intonation in English. In order to eradicate the factors that hinder the students to develop their speaking skills in English, appropriate learning tasks, sufficient learning resources, and motivation should be provided by the teachers to the students in order to address the factors that affect the English-speaking skills of the students. A collaborative effort should also be exerted by school administrators, teachers, parents, and learners. Communication skills should be incorporated, and integrated across the curricula, rather than in just one subject. Moreover, the podcast-based lesson may be adopted and implemented. Researchers may also conduct a study in other places parallel to the present study while using other forms of variables.

**Keywords**— Accuracy, dialect, factors, fluency, speaking skills.

## I. INTRODUCTION

The children of today are dealing with a new set of difficulties and global adjustments, especially in terms of education. Varied discoveries and innovations have been made to make the teaching-learning process way easier, but there is indisputable proof that some things remain unchanged. More than 7 decades have passed yet UNESCO's founding principles remain the same. Despite the diversity in political agreements, culture,

and education, building intercultural understanding for cultural diversity is given importance as it builds long-term resilience and stability.

English has become the global language not only in terms of businesses, but even in the field of education. Numerous non-English speaking countries have been using English as the primary medium of instruction in varied academic institutions. Some studies revealed that

the implementation of using the language English as the primary medium of instruction was greatly affected by the expanding demand for the language English in the international market. Dearden (2014) found out in her study that using English as the medium of instruction is believed to create world-wide opportunities. Conversely, UNESCO has been advocating multilingual education since 1953. The mentioned multilingual advocacy in education centers on three things: the use of mother tongue, national language, and international language.

Under the Philippine Basic Education System, the national achievement test for school year 2011-2012 was administered by the Department of Education (DepEd). It is a set of standardized tests that cover the major subjects taught in school. The tests were usually given to grade 3 and grade 6 students wherein they are assessed in both English and Filipino (these two subjects comprise two-thirds of the test) and Math and Science (the remaining one-third). The results revealed that from 2004-2012, the subject English always takes the highest national average on the national achievement test compared to the other five subject areas.

Coherently, the implementation of MTB-MLE resulted to adjustments and modifications in terms of the students' language exposure in English. MTB-MLE or also known as "Mother Tongue-Based Multilingual Education" is the government's banner program for education as a notable part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the "Enhanced Basic Education Act of 2013." This program stresses that learners begin their education in the language they comprehend best - which is their mother tongue. Researchers assert that learners with a strong foundation in their mother tongue tend to develop stronger literacy abilities in the school language. The transition brought by the K-12 program gave emphasis on the four key aspects, also known as the "four C's" of learning. These four key aspects are fundamental in achieving successful and collaborative learning.

As education pushes through in a new normal setting, different learning modalities are being used in order to deliver quality education. Students still carried on with their studies despite the economic and physical setbacks brought about by the pandemic. Furthermore, education plays an integral role in the socio-economic progress of

a country for it serves as the basic foundation of one's level of understanding.

Before the implementation of the K-12 Curriculum, the subject English was used as the primary medium of instruction in all grade levels including the grades 1-3. DepEd order 36 series of 2006 was released by the Department of Education in 2006. It implemented the rules and regulations on executive order number 210 which established the policy in strengthening the use of the English language as a medium of instruction in the educational system. At a young age, children were given a chance to be familiar with the language English by simply having an English class in the early years of primary school. Hence, young learners before were exposed to the language English because others subject areas made use of English as the primary medium of instruction.

In the province of Sorsogon, there are different language areas that are spoken. Studies reveal that language may vary in its form from region to region, and even from one community to another. These evident deviations result in variations of a particular language. Meaning to say, the dialects in Bicol may vary depending on the municipality. For instance, those who live in the municipality of Bacon use a different language area in comparison to those who live in the city of Sorsogon. This imply that students who reside in the municipality of Bacon use the dialect Bacongnon under the language area, Central Sorsoganon.

In addition, the implementation of MTB-MLE made significant transitions in language proficiency, use of dialect, and even in the teaching-learning process of the Bacongnon-speaking students. Language exposure theory asserts that exposing a child to the English language at a young age could help him develop his interest in the different learning areas. Due to the changes made in terms of the medium of instruction used in teaching the primary level students, there were significant variations on the students' acquisition and learning of the language English. It was observed that some Bacongnon-speaking students were struggling with constructing complete sentences in English. It was also noticed that the students have become more passive in answering English questions. In terms of speaking the language English, majority of the Bacongnon-speaking students had difficulty in delivering accurate and fluent sentences. Most of them had to rely on their mother

tongue translation in order to comprehend the lexical meaning.

These observations require teaching-learning scheme that promotes effective speaking activities. According to Oxford (1992) language learning strategies are the specific actions taken by the learner to develop learning, and accomplish explicit tasks. On this basis, this study focuses on the factors that affect the speaking skills in English of grade 12 Bacongnon-speaking students in terms of accuracy and fluency at Gatbo National High School, Bacon District, Sorsogon City.

### **OBJECTIVES**

The study mainly aimed to determine the strengths and weaknesses of Bacongnon-speaking students in terms of accuracy, and fluency. It also aimed to find out the psychological, linguistic, instructional, and environmental factors that affect the speaking skills in English of Grade 12 Bacongnon-speaking students. Moreover, it aimed to create a podcast-based lesson that will develop the Bacongnon-speaking students' English speaking skills.

## **II. METHODOLOGY**

### **RESEARCH DESIGN**

The study determined the factors that affect the speaking skills in English of Bacongnon-speaking students at Gatbo National High School, Sorsogon City Division, for the school year 2022-2023. This study used mixed methods. The method was used since it aimed to accurately and systematically describe the different factors that have an influence on the speaking skills in English of Bacongnon-speaking students in terms of accuracy and fluency.

The selected research design provided an in-depth view and understanding of the strengths and weaknesses of the grade 12 Bacongnon-speaking students. It likewise looked into the factors that affect their speaking skills in English.

According to Johnson and Onwuegbuzie (2004), mixed methods refer to the class of research where the researcher mixes or combines both quantitative and qualitative approaches to research in order to answer research questions. Moreover, the descriptive research design seeks to provide answers to what, where, when and how questions.

### **THE SAMPLE**

The sample in the study were the grade 12 students, and teachers of Gatbo National High School for the school year 2022-2023. There were 54 students, and 3 Senior High School teachers involved in the study. Moreover, the sample will be selected using the purposive sampling technique. As defined, purposive sampling technique is a non-probability sampling method that is characterized by a deliberate effort to gather representative samples by including groups or typical areas in a sample.

Three teachers were selected to undergo a structured interview about their observations regarding the students' speaking skills. The grade 12 Bacongnon-speaking students were selected since they were the ones who had already taken the subject Oral Communication in Senior High School. It was observed that majority of the grade 12 Bacongnon-speaking students had difficulty in speaking in English.

Moreover, fluency, vocabulary, grammar, pronunciation, and intonation had been thoroughly discussed as part of the subject's Most Essential Learning Competency under the K-12 Basic Education Program. Hence, these students have been observed to have difficulty in speaking the language English along with the aforementioned variables. Thus, this group of students is the most appropriate sample for this study considering the fact that they are the ones who will move to tertiary education by the next academic year.

### **THE INSTRUMENT**

The primary research instruments utilized in this study are oral tests, a survey questionnaire, and an interview schedule. The researcher devised a speaking test that the Bacongnon-speaking students used as the speaking prompt card. The students were asked to act as a tourist guide talking to foreign people who want to travel to Bacon. The students discussed the views that can be found in the place, the local activities that can be done in the area, and the mode of transportation that can be used in traveling to the mentioned local destinations.

Moreover, the researcher also formulated a survey questionnaire with a list of factors that affect the speaking skills in English of Bacongnon-speaking students. The survey questionnaire was made up of 20 questions that covered the two variables of the study which are accuracy and fluency. The 20 questions in the survey questionnaire were subdivided into four



categories: psychological, linguistic, instructional, and environmental.

Subsequently, a dry run of the survey questionnaire was also conducted by the researcher in order to ensure the validity and reliability of the respective instrument. Selected grade 8 Bacongnon-speaking students were used as part of the dry-run of the research instrument. After the dry-run and observations, the researcher incorporated all the suggestions and recommendations by the respective validators.

Furthermore, an interview schedule was used in gathering the data from the selected teachers. The interview schedule was also divided into four categories: psychological, linguistic, instructional, and environmental. The interview schedule was used to validate the data gathered from the survey questionnaire.

#### **DATA COLLECTION PROCEDURES**

A letter noted by the thesis adviser and the Dean of Sorsogon State University, School of Graduate Studies, requesting the endorsement to conduct the study was sent to the school principal of Gatbo National High School, Bacon East District, Sorsogon City. Upon approval, the validation of the survey questionnaire was conducted.

Subsequently, a dry run of the survey questionnaire was conducted in order to ensure the validity and reliability of the respective instrument. There were 10 grade 8 Bacongnon-speaking students who were used as part of the dry-run of the research instruments. Based on the result of the speaking test, some of the Grade 8 Bacongnon-speaking students had similar difficulty enunciating English words. The majority of the students pronounce the English words the way they pronounce them in Bacongnon.

After the dry run and observations, the researcher incorporated all the suggestions and recommendations by the respective validators. Subsequently, the researcher coordinated with the school principal of Gatbo National High School, Bacon District, Sorsogon City. Upon permission of the school principal, the researcher identified the strengths and weaknesses of grade 12 Bacongnon-speaking students in speaking in English by conducting the speaking test. The researcher started the speaking test by providing instructions to the grade 12 Bacongnon-speaking students. The students were tasked to discuss the given topic in English only.

The researcher distributed the survey questionnaires to the respective sample. The gathering of data from the given sample was divided into 2 batches. The first batch was composed of 22 students while the second batch was composed of 32.

After gathering, tabulating, and analyzing the obtained data, the researcher then conducted an interview with the respective teachers who are part of the study using the interview schedule. Furthermore, the data gathering of the study lasted for a week.

#### **DATA ANALYSIS PROCEDURES**

Appropriate statistical measures were employed to tabulate, analyze, and interpret the obtained data from the study. The study made use of a speaking test to measure and identify the strengths and weaknesses of grade 12 Bacongnon-speaking students.

The researcher identified the themes and sub-themes of the study by using thematic analysis in interpreting the collected data. The strengths and weaknesses are identified as the themes of the study. Furthermore, grammar and vocabulary are identified as the sub-theme for accuracy while pronunciation and intonation are the sub-theme for fluency. Moreover, the researcher utilized forester transcription in transcribing the data gathered from the conducted speaking test. The following is the transcription symbols used in analyzing and interpreting the data gathered from the speaking test.

Coherently, the study also used a survey questionnaire in determining the factors that affect the speaking skills of the grade 12 Bacongnon-speaking students. The survey questionnaire used the following likert scale to in measuring the extent to which the factors affected the grade 12 Bacongnon-speaking students.

Furthermore, the study used an interview schedule in validating the data gathered from the survey questionnaire. Hence, basic transcription was used by the researcher in transcribing the data gathered from the conducted structured interview.

### **III. RESULTS AND DISCUSSION**

The study used mixed methods. The participants of the study were 54 grade 12 Bacongnon-speaking students and 3 English teachers at Gatbo National High School. Moreover, a survey questionnaire, an interview schedule, and a speaking test are the main instruments used in gathering the data in this study. The data

gathered from the speaking test were interpreted using the forrester transcription. In addition, the data gathered

from the survey questionnaire were interpreted through the use of appropriate statistical tools and measures.

**Fig. 1**

Strengths	Grammar	Vocabulary
	Selected students were able to apply the basic subject-verb agreement which states that the verb used in a sentence should always agree with the subject used.	Selected students were able to provide more detailed information about the given topic.
	Selected students were able to connect the subject of the sentence to its predicate by using the appropriate linking verb.	Some of the students were able to use the appropriate adjectives in describing the local destinations instead of just using the most common ones.
Weaknesses	The majority of the grade 12 Bacongnon-speaking students struggled with constructing grammatically correct sentences.	The responses of showed that most of the Bacongnon-speaking students had difficulties in using the appropriate adjectives in describing the given topic.
	Out of 54 students, it was observed that there were only 3 students who were able to deliver grammatically correct sentences.	Most of the grade 12 Bacongnon-speaking students were not familiar with the conjunctions and its appropriate usage.
	Most of the students struggled with using the appropriate linking verb, appropriate tenses and conjunction in their sentences.	Most of the students used pauses as conjunctions. It was observed that the students have limited vocabulary which makes them struggle in terms of providing complete sentences.

**Fig. 2**

Strengths	Pronunciation	Intonation
	Selected grade 12 Bacongnon-speaking students were able pronounce the voiced /th/ and unvoiced /th/ correctly.	Some of the Bacongnon-speaking students were able to use the appropriate intonation during the speaking test.
	The same students were able to pronounce the sound of soft /a/ correctly.	There were three students who fairly demonstrated the appropriate intonation.
Weaknesses	The majority of the grade 12 Bacongnon-speaking students struggled with differentiating the sounds of voiced /th/, unvoiced /th/, and the /d/ sound	The responses of the students showed that majority of the Bacongnon-speaking students had difficulties in using the appropriate intonation when delivering declarative sentences.
	Most of the grade 12 Bacongnon-speaking students depend their pronunciation of a word on the spelling.	The majority of the grade 12 Bacongnon-speaking students used rising intonation whenever they struggle to deliver a complete sentence.
	The majority of the students struggled with differentiating the sound of short /e/, long /e/, short /o/, and long /o/.	It was also observed during the speaking test that the students use rising intonation as a conjunction.

Based on the data gathered, the following salient findings were revealed:

1. The result of the speaking test in terms of accuracy showed that there was a few grade 12 Bacongnon-speaking students who were able to use correct grammatical structures, while the majority failed to

observe the correct use of the basic subject-verb agreement. It was also found that there were limited students who can use appropriate adjectives in terms of providing details. Moreover, the result of the speaking test also showed that some students were able to provide more detailed information

about the given topic, while the majority had difficulty in using the appropriate adjectives, and conjunctions.

2. The result of the speaking test in terms of fluency revealed that there were few students who were able to pronounce the voiced /th/ and unvoiced /th/ correctly. However, majority of them had difficulty differentiating the sounds of voiced /th/, unvoiced /th/, the /d/ sound, short /e/, long /e/, short /o/, and long /o/ sound. In terms of intonation, there were three students who were able to use the appropriate intonation during the speaking test while the majority had difficulties in using the appropriate intonation when delivering declarative sentences.
3. The first three in ranks among the psychological factors are intrinsic motivation, academic pressure, and fear of criticism. Along linguistic factors are vocabulary in English, spontaneity of speech, and appropriate translation. Along instructional factors are lack of motivation, feedback, and interest in the given topic. Along environmental factors are: lack of interaction, culture and tradition, and social norms.
4. The computed overall mean on the extent of effects of the factors on the English speaking skills of the students — along psychological, linguistic, instructional, and environmental are: 3.17, 3.25, 3.54, and 2.83. These are described as sometimes, sometimes, sometimes, and seldom.
5. A podcast-based lesson can be proposed to address the identified factors that affect the English speaking skills of Bacongnon-speaking students.

## V. CONCLUSION

Based from the findings, the following conclusions are drawn:

1. In terms of accuracy, the majority of the Bacongnon-speaking students struggle in using correct grammatical sentences. Lack of vocabulary also affects their speaking skills.
2. Based on the findings of the study, the majority of the grade 12 Bacongnon-speaking students had difficulty using correct pronunciation and intonation. Hence, the majority struggled to achieve fluency in English.
3. There were factors that were considered and not considered by the students in terms of their speaking skills in English. The participants considered intrinsic motivation along psychological factors; vocabulary in English along linguistic factors; lack of motivation along instructional

factors; and lack of interaction along environmental.

4. The instructional, linguistic, and psychological factors were the factors that have an extensive effect on the English-speaking skills of the grade 12 Bacongnon-speaking students. While environmental factors do not have a great effect on the English-speaking skills of the students.

## APPENDIX

### SUMMARY OF THE RESULT OF THE SURVEY QUESTIONNAIRE

DESCRIPTIVE RATING	SCALE
Always	4.50-5.00
Often	3.50-4.49
Sometimes	2.50-3.49
Seldom	1.50-2.49
Never	1.00-1.49

PSYCHOLOGICAL FACTORS	
1. Fear of criticism.	3.15
2. Academic Pressure	3.31
3. Intimidation	2.96
4. Anxiety	3.11
5. Intrinsic Motivation	3.33
<b>OVERALL MEAN</b>	3.17
LINGUISTIC FACTORS	
1. Pronunciation skills	2.94
2. Vocabulary in English	3.57
3. Knowledge on Grammar	3.13
4. Spontaneity of Speech	3.33
5. Appropriate Translation.	3.31
<b>OVERALL MEAN</b>	3.25
INSTRUCTIONAL FACTORS	
1. Interest in the subject	3.61
2. Lack of motivation	3.85
3. Learning Resources	3.37
4. Classroom Strategies	3.04
5. Feedback	3.81
<b>OVERALL MEAN</b>	3.54
ENVIRONMENTAL FACTORS	
1. Culture and Tradition	2.96
2. Lack of Interaction	3.39
3. Daily Routine	2.56
4. Dialect used	2.29
5. Social Norms	2.94
<b>OVERALL MEAN</b>	2.83

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