ORAL COMMUNICATION PROFICIENCY AND LEARNING ENGAGEMENT OF GRADE 11 STUDENTS IN ENGLISH

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Abstract:

This study aimed to determine the relationship between oral communication proficiency and learning engagement in English of Grade 11 students in English in Sta. Cruz National High School, Division of Davao del Sur. Descriptive correlational design was used. Using stratified random sampling, this study identified 181 Grade 11 students as respondents. Frequency distribution, mean, t-test, Analysis of Variance (ANOVA) and Pearson r were utilized to analyze the data gathered. Results revealed that majority of the students were female composed 61.9% while male comprised the 38.1%. Over half (52.5%) of the students' family monthly income were in the income range of P5,000 and below followed by P5,001 to P15,000 (32.6%), P15,001 to P25,000 (6.1%), above P35,000 (5.5%), and P25,001 to P35,000 (3.3%). Majority (55.2%) were enrolled in Technical-Vocational and Livelihood Track and 44.8% were enrolled in Academic Track. Furthermore, results yielded a very good level on the oral communication proficiency of students in English in terms of verbal skills and non-verbal skills. On the other hand, students' learning engagement in English in terms of affective, behavioral, and cognitive was high. There was a

significant difference on the oral communication proficiency of Grade 11 students when analyzed according to gender, family's monthly income, and track. It was also found out that oral communication proficiency significantly influenced the learning engagement of students in learning English.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

The English language is considered as the 'prima lingua' of the world and has been tagged as a primary medium of communication in other parts of the globe. Learning and mastering this language offers a person countless opportunities to be employed because English is considered as springboard in achieving a better life.

In a global context, it will be easy to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others if one has a high level of oral communication skill. And for this reason, English oral communication is the most widely taught subject at all levels of the educational system. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors.

In a society, an individual's intellectual prowess is somehow based on his/her ability to speak the English language. When a student has a better grasp of the language, he is labeled as intelligent and a notch higher than the rest of the class.

As perceived by many, oral communication is the verbalized interaction between two or more persons. The exchange of words and ideas is not just simple for it follows various processes. It requires understanding what to say and how to say it. It is made up of many elements that work out as a whole which will lead to either success or failure of the interaction. Other elements that one must learn to communicate effectively are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision and conciseness. So, not all got a hold of the language and not all are effective communicator.

In the Philippines, oral communication skill has become an essential tool for someone to be successful in his academic endeavor since engagement to classes more often than not, uses English language as its medium of instruction.

Oral communication skill appears to be the most important skill since the students who know the language are usually referred to as speakers of that language. It is in this situation that English classes aim to

enhance student's ability to use English effectively and accurately during communication. Nevertheless, despite of the efforts of schools and teachers, there are still students who fail to become fluent and accurate in the use of English language despite the many years of study.

The decrease in the ability of students to use English language has become prevalent not only in tertiary level, more so in secondary level. In fact, results of national examinations done by Department of Education through the Bureau of Educational Assessment (BEA) had shown the students' decadence in English. In the recent National Achievement Test for high school students specifically in the Division of Davao del Sur, the result in English yields a declining figure compared to the previous year. There was a drop of 7% from 53% of 2015 to 46% of 2016. Students had not even reached the required level of mastery. This somehow reflects English proficiency of high school students in which oral communication is part and parcel.

Engagement of students in class are said to be affected by their ability to express their ideas. Hence, student's engagement to the learning process has something to do with his or her ability to take part in classroom activities and classroom discussions. To some extent, participation and engagement mirror their attention given to the classes, their feelings about school, and their understanding about their own

learning. The dilemma in classrooms that English teachers usually encounter is the inability of students to express their ideas using English language. Thus, it hampers

their engagement to class discussion and might lead to their disengagement to the subject.

One of the noble functions of a teacher is to ensure that his or her learners have an interest to learn and that they engage in school activities. Their role is to create a conducive classroom environment and a school environment which will persuade learners to engage and be involved in the processes, experiences and activities of learning. The students' pleasant experiences in school is said to affect their engagement in school. Moreover, parents and families influence the participation of their children in schools. They inspire their child to become or remain involved and engaged in class and school activities, assisting and monitoring the homework and progress of their children.

However, the effect of oral communication proficiency to high school students in the engagement of students inside the classroom particularly English subjects is yet unexplored. There has a little, if none, study and discussion tackling the association of students' oral communication proficiency and their engagement in the classroom. It is due to this premise that the researcher investigated on the relationship of

oral communication proficiency of Grade 11 students and their learning engagement in the class. Researcher focused on the Grade 11 students of Sta. Cruz National High School.

Objectives of the Study

The general objective of this study was to determine the relationship of oral communication proficiency and learning engagement in English of Grade 11 students in Santa Cruz National High School (SCNHS).

In particular, this study aimed the following:

1. To determine the profile of students according to:

    1.1 Gender

    1.2 Family's Monthly Income

    1.3 Track

2. To determine the level of oral communication proficiency of students in terms of:

    2.1 Verbal Skills

    2.2 Non-verbal Skills

3. To determine the level of learning engagement of students in English in terms of:

    3.1 Affective Engagement

3.2 Behavioral Engagement

3.3 Cognitive Engagement

4. To determine the significant difference on the oral communication proficiency in English of students when analyzed according to gender, family's monthly income, and track.

5. To determine the significant relationship between oral communication proficiency and learning engagement of students in   English.

6. To craft an intervention program based on the result of the study.

Significance of the Study

This study which aimed to determine the relationship between oral communication proficiency and learning engagement of Grade 11 students in English class will benefit the following:

Department of Education. The result of the study will help the Department of Education since its mission is to produce graduates who are globally competitive. This means that DepEd is aiming to develop an oral communication competitive graduates that will be able to communicate using the English language fluently and accurately. Furthermore, DepEd through the result of this study can craft initiatives

that will improve the oral communication proficiency of the students in order for them to be globally competent learners.

School Heads. The result of the study will benefit the school heads and school administrators because the result will provide them data as basis for determining appropriate and effective strategies that will help improve the oral communication skills and learning engagement of students in English.

Teachers. The result will help teachers in looking and analyzing what aspect of oral communication their students have not mastered. Also, they can craft strategies or interventions to scaffold the oral communication needs of the students in order to further assist them to become competent speakers of English.

Parents. The result of the study will acquaint parents on the level of their children's oral communication proficiency and learning engagement. They may provide proper guidance and full support to the educational endeavor of their children for academic success.

Students. The result will be beneficial to the students because they will know and understand the importance of oral communication proficiency and its significance to their learning engagement.

Scope and Limitation of the Study

This study investigated the oral communication proficiency and learning engagement in English of the Grade 11 students in Senior High School of Santa Cruz National High School during the school year 2016-2017. The study was conducted in January to May, 2017.

Definition of Terms

The following terms are defined operationally based on how they were utilized in this study:

Behavioral Engagement – this refers to student's effort, persistence, participation, and compliance with school and classroom rules and structures.

Cognitive Engagement - refers to students' will to engage in higher level of thinking.

Emotional Engagement – refers to students' feelings of interest, happiness, anxiety, and anger during achievement-related activities.

Learning Engagement - refers to the students' willingness, need, desire, and compulsion to participate in and be successful in the learning process.

Non-Verbal Skills - refers to the students' skills in communicating information by any means other than language. This includes communication through any behavioral or expressive channel of communication such as facial expression, bodily movements, vocal tone and pitch, and many other channels.

Oral Communication Proficiency –refers to the competence or mastery demonstrated by the students in oral communication as measured against competency standards. This is the ability of students to talk with others, to give and exchange information and ideas such as questions, give information and coordinate work task using the English language. This also points to the speaking/listening skill needed by students to participate verbally in discussions, exchange thoughts and information, make clear and convincing presentations, and interact with a variety of audiences inside the classroom.

Verbal Skills - involves using speech to exchange information with others. A student sends a message to an individual or group using speech and communicate verbally in face-to-face conversations. This includes meetings, interviews, conferences, speeches, and phone calls as forms of verbal communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This literature review synthesizes available evidences relevant to the topic oral communication proficiency and learning engagement of students in English. Deeper discussion is done in this section to provide a strong frame of reference on the primordial bases in this research study.

Oral Communication Proficiency

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Speech in more

formal environments does not come naturally. What should be learned is how to critically think about how to present oneself as a speaker in all occasions and also how to function in a variety of speaking environments (Palu, 2016; Akinola, 2016).

Oral communication skill is a highly sought skill compared to writing and reading. It is because learning to speak is an important goal itself. It equips students with a set of skills they can use for the rest of their lives. Oral communication is the mode of communication most often used to express opinions, make argument, offer explanations, transmit information, and make impressions upon others (Asubiojo et al., 2005).

An adequate vocabulary and mastery of syntax are needed to speak in another language. However, linguistic competence is not sufficient for someone who wants to communicate competently in another language. The speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. In the use of second language students need communicative competence to participate in and learn from their classroom experience (McDonough and Shaw, 2012; Derwing and Munro, 2005).

The use of English as a second language or foreign language (EFL) in oral communication is, without a doubt, one of the most common but

highly complex activities necessary to be considered when teaching the English language because we live in a time where the ability to speak English fluently has become a must, especially those who want to advance in certain fields of human endeavor (Al-Hebaish, 2012; Al Hosni, 2014).

Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. Soon they will become professionals and workers and they will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students would be able to position themselves to accomplish a wide range of goals and be useful members of their communities (Paltridge, 2001; Crandall, 2000).

Companies and industries are looking for individuals who have a high oral communication skills and are considered orally proficient. It has become imperative for graduates to be proficient in oral communication skills so that they can function effectively in the academic and professional setting. It is because oral communication covers a wide area, ranging from formal presentations to participation in meetings. Oral communication skills classes and subjects are included in elementary, secondary and tertiary levels (Littlewood, 2007).

Oral communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen. Speakers are actively and consciously engage in communication in order to develop information and understanding required for effective group functioning (Palu, 2016; Olatunji, 2012).

It is dynamic because it involves a variety of forces and activities interacting over time. The relationship of people engaged in communication continuously grows and develop. Communication is an exchange and negotiation of meaning and understanding. Meaning is central to communication (Gass, 2013).

Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process. The two communication agents involved in the communication process are sender and receiver. Both the communication agents exert a reciprocal influence on each other through inter stimulation and response. At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems (Gass, 2013).

In order to function successfully, academically, and professionally, one needs to learn effective oral communication skills. For many, conversational speech comes naturally. However, in more formal speech, effective communication skills are essential. A poorly conducted interview, sales presentation, or legal argument could have implications that affect many more people than the speaker. By becoming an effective communicator one will be able to conduct himself in a variety of personal, professional, and academic environments with confidence (Paltridge, 2001;

Crandall, 2000).

Basic education aims to make the learner gain necessary skills for life by developing his or her communication skills, self-learning, and ability to use critical thinking to deal with science and modern technology (Moheidat and Baniabdelrahman, 2011).

Obviously, it is necessary to develop communication skills. English oral communication skills are part of this skill set, and students should be supported to gain these skills. Learners of English often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English. Although speaking is considered a main language skill that students

should improve, it has been widely noticed that they face many difficulties in speaking English (Rixon, 2011).

Oral communication skill involves a communicative ability of producing and receiving information. Oral communication involves the negotiation of meaning between two or more persons so it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking. Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Rixon, 2011).

Oral communication is a two-way process between the speaker and listener and it involves the productive skill of speaking and the receptive skill of understanding or listening with understanding. Anticipating the listener's response and possible misunderstanding, clarifying one's own and other's intentions, and arriving at the closest possible match between intended, perceived, and anticipated meaning (Paltridge, 2001).

Oral communication skill is taught in the classroom in order to enhance the communicative efficiency of the students. Every act of communication does not involve a rapid-fire exchange. In fact, when learners try to express themselves there is hesitation, cliché expressions which fill in pauses, much repetition, and frequent indefiniteness as the

speaker seeks the most convenient combination of element to express his intended meaning. These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of making mistakes (Mitchell et al., 2013).

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions, time pressure, planning, standard of performance, and amount of support, affective factors such as motivation, confidence and anxiety, listening ability and feedback during speaking activities (Mitchell et al., 2013).

In an English classroom, the student often stays silent because he has nothing to say. The teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his teacher, or feel at ease with his classmates, he may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of his limitations in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticism

or ridicule. For these reasons, again, he remains silent (Asubiojo et al., 2005).

Since speaking is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore, does not comprehend sufficient elements in the message to be able to make further contribution to the discussion. Students need much practice in listening to the target language functions which will provide them with the breathing space necessary for oral communication performance (Asubiojo et al., 2005).

Also, in attempting to use the English language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning English language, they are unable to express their thoughts in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher's awareness of this psychological factor and consciousness of the contribution in the process of teaching is important. He must be aware of the fact that, although they are limited in

their powers of expression, they are not really the immature persons this deficiency might make them appear to be (Barrass, 2006).

In many classes, some students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make. However, students' mistakes are to be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead, the teacher notes one or two errors of pronunciation or grammar which would affect communication or is unacceptable to a native speaker, and brings these to the attention of the whole class for a later practice. Developing oral communication proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease with the teacher and with each other. The teacher must adopt a motivating attitude in such a way that all students are involved in the learning process (Garton et al., 2011).

There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The problem that the students often encounter is inhibition. When

students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Next, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Research found that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (McGrath, 2013).

Verbal Skills

Verbal is also called speaking skill. It is an important form of communication in a healthcare facility. During the course of a work day most healthcare workers spend time talking with coworkers, supervisors, managers, or patients. Planning and organizing your thoughts is a critical part of verbal communication. This involves thinking about who will receive the message and what you want to convey. Making notes before a phone call, having an agenda for a meeting, or researching information

you wish to give to someone in advance are all methods you can use to ensure clear communication (Hamilton, 2013).

According to motivational Pat Croce, effective communication involves much more than choosing the right words. He further recommends five rules to incorporate while conveying a message, known as the 5 Cs of Communication (Covey, 2013).

Verbal communication involves using speech to exchange information with others. Individual usually communicate verbally in face-to-face conversations. Meetings, interviews, conferences, speeches, and phone calls are other forms of verbal communication. In business, people communicate verbally to exchange ideas, understand diverse points of view, and solve problems. Verbal skills are among those most valued by employers, developing these skills will help you find jobs, advance your career, and improve your professional performance (Bean, 2009).

In verbal communication, or oral communication, a person sends a message to another person or group using speech. Communication is successful only when the speaker and listener understand each other. Because the average person is exposed to thousands of messages every day, message must rise above competing information to gain your listener's attention. After receiving the message, listener must be able to interpret, or decode its meaning (Adeyemi, 2017).

Non-Verbal Skills

Non-verbal communication is one of the key aspects of communication and especially important in a high-context culture. It has multiple functions. It is used to repeat the verbal message like pointing in a direction while stating directions and it is often used to accent a verbal message. For instance, verbal tone indicates the actual meaning of the specific words. It also often complements the verbal message but may also contradict, a nod may reinforce a positive message or a wink may contradict a stated positive message. Non-verbal skills regulate interactions since non-verbal cues convey when the other person should speak or not speak. It may substitute for the verbal message especially if it is blocked by noise, interruption, gestures, and facial expressions (Jamal and Bakar, 2015).

Non-verbal communication involves those non-verbal stimuli in a communication setting that are generated by both the source or speaker and his or her use of the environment and have potential message value for the source or receiver (D'Errico and Poggi, 2016).

It includes sending and receiving messages in a variety of ways without the use of verbal codes or words. Non-verbal communication is both intentional and unintentional. Most speakers and listeners are not conscious at all times. It includes touch, glance, eye contact or gaze,

volume, vocal nuance, proximity, gestures, facial expression, pause or silence, intonation, dress, posture, smell, word choice and syntax, and sounds or paralanguage (Nickerson and Goby, 2017).

There are two basic categories of non-verbal language. These are non-verbal messages produced by the body and non-verbal messages produced by the broad setting which pertains to time, space, and silence (Jamal and Bakar, 2015).

Learning Engagement of Students

Learning engagement of students is pointing to students' involvement in school and their psychological investment in an effort directed towards learning, understanding, mastering knowledge, skills or crafts that academic is intended to promote. Also, this refers to students' interest and emotional involvement in school including their motivation to learn (Reyna and Farley, 2006; Walsh, 2012).

Engagement, attendance and participation are highly associated to one another. They sometimes have indistinct boundaries with attendance being used as a synonym for participation for example, an engagement ranging in people's minds from meaning concentrated effort in the classroom to a description of very broad types of involvement. At ground level, participation probably means things like joining in activity, whereas

from a technical perspective it is often related to grade retention and suspension statistics. But taken together they provide a description of how we want our students to be immersed constructively and enthusiastically in the developmental experiences and products that schooling provides (Reyna and Farley, 2006; Walsh, 2012).

Learning engagement is an important facet of students' school experience because of its logical relationship to achievement and to optimal human development. Although research examining the effect of engagement on achievement is comparatively sparse, existing studies consistently demonstrate a strong positive relationship between engagement and performance across diverse populations (Fredricks et al., 2004).

Nonetheless, the process of disengagement can begin in the early school years if students do not fit in, participate, and succeed. Lack of engagement adversely affects student achievement and initiates a downward spiral that may lead to dysfunctional school behavior and, ultimately, culminate in some students leaving school entirely. Developmentally, engagement is a growth-producing activity through which the individual allocates attention in active response to the environment. Children learn by paying attention to other people, events, and aspects of their surroundings that they find meaningful and

enjoyable. Through the process of socialization, they learn to concentrate on tasks. Cognitively challenging tasks and verbal interactions around these activities promote their intellectual development. Children and adolescents choose to allocate their attention depending on the interaction of several factors like their natural inclinations, the satisfaction they have derived from paying attention in other settings, and the value they attach to the activity based on its relevance to a future they anticipate. As developing persons mature, non-routine and substantively complex work in which they can exercise self-direction tends to be most absorbing, pleasurable, and rewarding (Shernoff et al., 2003).

In High School Survey of Student Engagement from 2006 to 2009, 65% reported that they were bored in school at least once a day, with 16% reporting that they were bored in every class. In addition, only 36% of students reported that they went to school each day because they enjoyed it. Researchers from the Program for International Student Assessment have also collected survey data on student engagement, noting that meeting the needs of youths who have become disaffected from school is perhaps the biggest challenge facing teachers and school administrators (Lawson and Lawson, 2013; Ivey and Johnston, 2015).

Furthermore, researchers found that 25% of 15-year-old students have a low sense of belonging at school and 20% have low levels of

participation. Disengagement in school has also long been cited as a critical precursor in the decision to drop out while high levels of engagement have consistently been linked to academic success (Levin and Nolan, 2013).

Among adolescents, engagement in school is critically important because the academic habits and orientations toward schooling experienced during the high school years are foundational to educational opportunity and attainment later in life. Despite the low levels and high importance of engagement, understanding of why students do or do not engage in high school is underdeveloped, and toolkit for increasing engagement is limited (Lawson and Masyn, 2015).

Another definition to engagement is an active state of responding to a class through focused behavior, emotion, and cognition. Because engagement has these three dimensions, theorists often consider behavioral engagement, cognitive engagement, and emotional engagement as separate constructs, each occurring along a continuum from low to high (Slavin and Davis, 2006; Sergiovanni, 2001).

Behavioral engagement is the extent to which a student exhibits the behaviors expected in a classroom - listening, doing assignments, following directions, participating, and others. Cognitive engagement is the extent to which a student applies mental energy, such as by thinking

about content, trying to figure out new material, and grappling with mental challenges. On an affective level, emotional engagement denotes the extent to which a student feels positively about a class, such as by enjoying it, feeling comfortable and interested, and wanting to do well (Dawes and Larson, 2011).

Holt et al. (2008) asserted that adolescents experience the highest levels of investment and gratification - facets of emotional engagement - in activities and relationships that positively influence their identity development, which he defines as the process of integrating successes, failures, routines, habits, rituals, novelties, thrills, threats, violations, gratifications, and frustrations into a coherent and evolving interpretation of who they are.

Affective Engagement

Engagement, in general, is a growth-producing activity through which

an individual allocates attention in active response to the environment. It is related to school activity or student engagement that has become an important concept related to multiple educational outcomes such as achievement, attendance, behavior, dropout or completion. Student engagement has been identified as a primary variable in understanding

dropout, particularly as a gradual process operating in a student's life and influencing that final decision to withdraw (Miller, 2011).

Affective engagement is the frame of mind of identification or belonging, and relationships with teachers and peers. This is one of the two characterization of engagement and it is considered as the internal form of engagement signifying a student's sense of connection to school and to the role of school in the student's future (Archambault et al., 2009).

The school engagement is a multidimensional construct composed of behavioral, emotional, and cognitive components. Emotional engagement which is known as affective engagement points to affective attitudes towards identification in school and a sense of school belonging. This engagement indicator is considered particularly important for adolescents during the secondary school years because it correspond to the developmental needs of early adolescents for competency, autonomy, and relatedness in school (Slavin and Davis, 2006).

Affective engagement refers to a student's feelings toward his school, learning, teachers, and peers. It is usually represented as affective responses such as interest, excitement, stress, and attitude. Some concepts have also tied emotional engagement to students' sense of belonging and identification in school. However, some researchers have

argued that the components of belonging and value should be defined separately due to confounding antecedents, such as family, educational context, and cultural influences (Wang et al., 2011).

Affective engagement has also been characterized as representing students' feelings about the people, policies, and practices of the school environment that include students' complex relationships to school. For example, in the study of the ways in which classroom structures affected students' affective engagement, emotional engagement is described as students' feelings of interest, happiness, anxiety, and anger during achievement-related activities (Furlong and Christenson, 2008).

In contrast, Bryan et al. (2012) described affective engagement as the extent to which students feel a sense of belonging and the degree to which they care about their school. From their perspective, it has more to do with the pleasant and unpleasant emotions students connect to their relationships with teachers, peers, and school rather than the feelings they have during learning activities (Bryan et al., 2012).

Behavioral Engagement

Behavioral engagement includes observable student actions or participation while at school and is investigated through a student's positive conduct, effort, and participation like participation in

extracurricular activities, attendance, and work habits. Behavioral engagement is the positive conduct, such as following the rules and adhering to classroom norms, as well as the absence of disruptive behaviors such as skipping school and getting in trouble, involvement in learning and academic tasks and includes behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussion, and participation in school-related activities such as athletics or school governance. Conception of engagement comprised of basic behaviors such as participation, attendance and higher-level behaviors like effort to learn is relatively common in the student engagement field (Pugliese and Tinsley, 2007; Wang et al., 2011).

Scholars tend to agree that behavioral engagement encompasses students' effort, persistence, participation, and compliance with school structures. In general, school-level changes are typically focused on modifying students' behavioral engagement. Achievement in school is often included in the research as an outcome of students' behavioral engagement as measured by teacher or self-reports of students' effort (Pugliese and Tinsley, 2007).

Compared with emotional and cognitive engagement, the measurement of behavioral engagement is more direct because behavioral patterns can be defined, observed and interpreted. For example, when a

student participates in an activity that is technology mediated, a detailed collection of behavioral events can be recorded (Pugliese and Tinsley, 2007).

Cognitive Engagement

Cognitive engagement is defined as self-regulation, relevance of schoolwork to future endeavors, value of learning, and personal goals and autonomy which represented a narrowing definitions of the components. Previous studies had constructed scale items for the cognitive engagement oppositely from national data sets without a taxonomy of the engagement construct (Lewis et al., 2011).

Cognitive engagement includes a student's perceptions and beliefs associated to school and learning. It refers to the cognitive processing a student brings to academic tasks as well as the amount and type of strategies a student utilizes (Diseth, 2011).

The construct of cognitive engagement follows the development of behavioral and emotional engagement. And it has been expressed by flexibility in problem solving, preference for hard work, and positive coping in the face of failure as well as the ability to use metacognitive skills to evaluate task requirements (Doctoroff and Arnold, 2017; Alderman, 2013).

Cognitive engagement is a matter of students' will. That is how students feel about themselves and their work, their skills, and the strategies they employ to master their work. Teachers may be familiar with the student who always works hard but still seems unable to learn effectively. This student also may be behaviorally engaged but not cognitively engaged. In other words, just because students appear to be working on the task at hand does not mean they are learning. It is important to note that effort is involved in both behavioral and cognitive definitions of engagement (Pellegrini-Lafont, 2016).

This kind of engagement also determined the quality of students' engagement whereas sheer effort refers to the quantity of their engagement in the class. The inclusion of cognitive engagement makes an important distinction between students' efforts to simply do the work and effort that is focused on understanding and mastery. Students who are cognitively and behaviorally engaged will attend to the task at hand and simultaneously manage their learning like thinking about similar tasks they have done, realizing when they need to ask for help, using problem-solving strategies (Margolis and McCabe, 2006).

Moyer (2016) explains that cognitive engagement is the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic

work is intended to promote. It is specified to academic work situations and is relevant for assessment contexts. Students may put forth more effort on assessments that they find more cognitively engaging. By this, teacher may be able to improve student effort by utilizing more cognitively engaging assessments (Moyer, 2016).
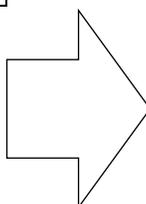
Conceptual Framework

Independent Variables   **Dependent Variables**

Learning Engagement of

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Oral Communication Proficiency of Students

- Verbal Skills
- Non – Verbal Skills

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Students in English

- Affective Engagement
- Behavioral Engagement
- Cognitive Engagement

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Student's Profile

- Gender

- Family's Monthly Income

- Track
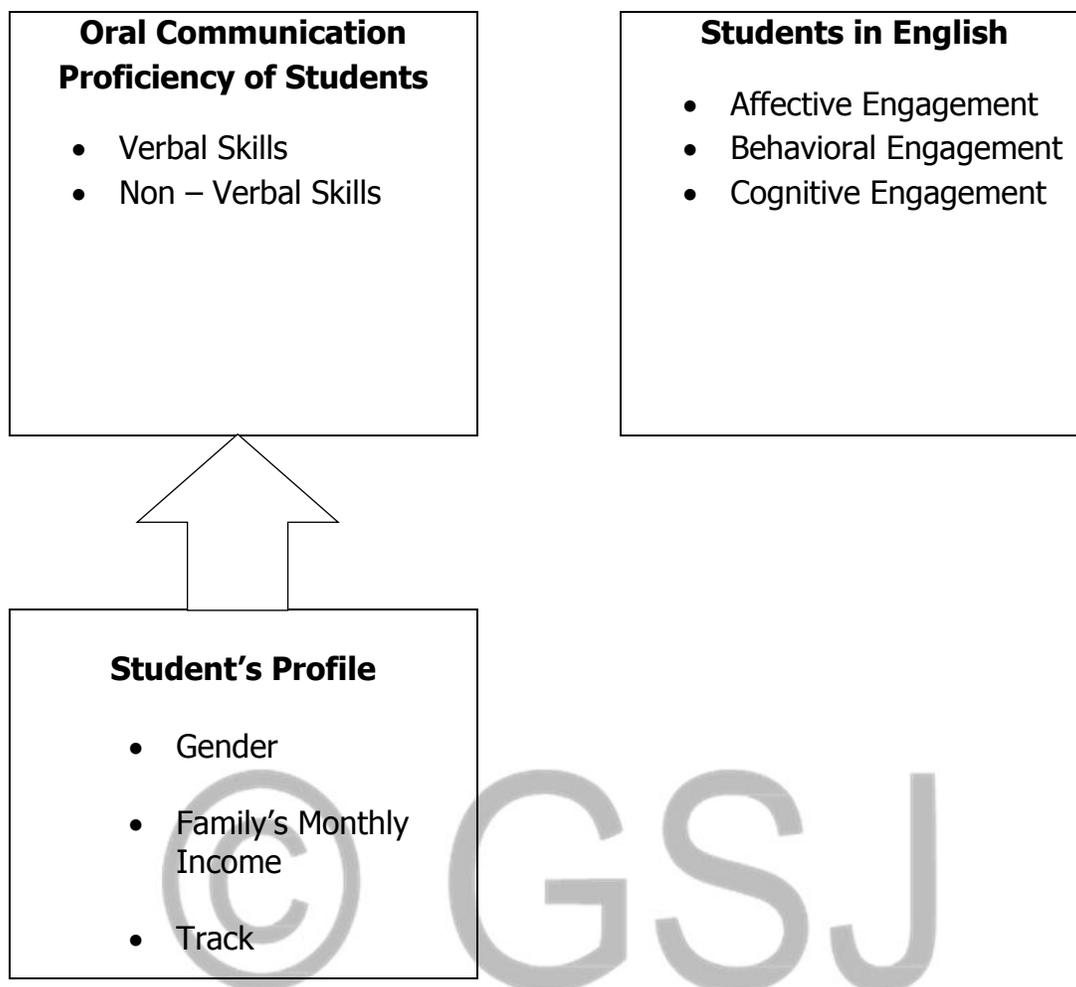
Figure 1. Paradigm showing the variables of the study entitled "Oral Communication Proficiency and Learning Engagement of Grade 11 Students in English".
Hypotheses

Ho$_1$.   There is no significant difference on the oral communication proficiency of students when analyzed according to gender, family's monthly income and track.

Ho$_2$.   There is no significant relationship between oral communication

proficiency and learning engagement of Grade 11 students in

English.

CHAPTER III

METHODOLOGY

Research Locale

Santa Cruz National High School (SCNHS) was located along the shoreline of barangay Poblacion Zone III of this beautiful town of Santa Cruz. It was situated in a small lot and was also beside the Municipal Plaza. The expansion of the school can only be done upwards or towards the shore by reclamation. Its nearby schools were Manuel Francisco C. Ramos Sr. National High School (Santa Cruz National High School-Annex) , Bato High School Annex, Saint Mary's Academy, Federico Yap National High School, and Inawayan National High School.

The school opened on July 1, 1950 whose original name was Santa Cruz Junior High School and was located along Rizal Street in a parcel of land where the old public market stand which was being replaced by the Santa Cruz Senior High School building. There were only about twenty-two (22) pioneering students enrolled during its first year of operation.

Research Design

This study employed the descriptive-correlational method to determine the significant relationship of oral communication proficiency and learning engagement of Grade 11 students in English. Descriptive method of research according to Gay (2000) combines both descriptive and correlational designs. Descriptive research involves collecting data in

order to test hypothesis or answer questions concerning the current work status of the respondents in the study. A descriptive research determines and reports the way things are. Correlational research, on the other hand, attempts to determine whether and to what degree, a relationship exists between two quantitative variables. The purpose of correlational research is to establish relationship in making prediction. Relationships investigation typically study a number of variables believed to be related to some major and complex variables.

Respondents

The target respondents of this study were the Grade 11 Senior High School students who were enrolled in senior high school of Santa Cruz National High School, Sta. Cruz, Davao del Sur. Below is the table showing the number of total population and the determined sample size of the respondents of the study.

Table 1.   Distribution of Respondents of the Study. SY: 2016-2017.

Track Offered in Senior High School	Total Enrolment	Sample Size
Academic Track		

STEM	39	21
GAS	34	19
HUMSS	43	23
ABM	33	18
Tech-Voc Livelihood Track		
CSS	56	31
EIM	48	26
BPP	44	24
Caregiving	35	19
TOTAL	**332**	**181**

Sampling Design and Technique

The target population of this study were the Grade 11 Senior High School Students of Sta. Cruz National High School. Sampling, according to Parel (1978) and Calmorin (1998), can represent a large population. Hence, sampling will be employed should the population is great. The Slovin's formula (with 5 percent margin of error) for sampling determined the sample size of the study based on the total number of Grade 11 Senior High School students in the academic track and technical-vocation track.

The researcher utilized stratified random sampling. Using the Slovin's formula, the sample size was determined.

Research Instrument

The study used two (2) instruments to gather data of the study. To determine the oral communication proficiency of Grade 11 students, the researcher utilized and adopted the Performance Rubric of Oral Communication in Context for Senior High School: A Learner's Manual (2016).

On the other hand, to determine the level of learning engagement of Grade 11 senior high school students in English, the researcher used an adopted questionnaire by Hart et al. (2011) entitled, "Students Engagement in School Questionnaire (SESQ)".

The scale below was employed to measure the oral communication proficiency of the students.

Range	Descriptive Equivalent	Interpretation
4.6 – 5.0	Very Great Extent	This indicates that the speaker's oral communication proficiency is excellent.
3.6 – 4.5	Great Extent	This indicates that the speaker's oral communication proficiency is very good.
2.6 -3.5	Some Extent	This indicates that the speaker's oral communication proficiency is good.
1.6 – 2.5	Little Extent	This indicates that the speaker's oral communication proficiency is poor.
1.0 – 1.5	Not at All	This indicates that the speaker's oral communication proficiency is very

poor.

On the other hand, the scale below was used to measure the level of learning engagement of students in English.

Range	Descriptive Equivalent	Interpretation
4.6 – 5.0	Strongly Agree	This indicates that the level of learning engagement of the student in English is very high.
3.6 – 4.5	Agree	This indicates that the level of learning engagement of the student in English is high.
2.6 -3.5	Neutral	This indicates that the level of learning engagement of the student in English is neither high nor low.
1.6 – 2.5	Disagree	This indicates that the level of learning engagement of the student in English is low.
1.0 – 1.5	Strongly Disagree	This indicates that the level of learning engagement of the student in English is very low.

Data Gathering Procedure

In conducting the research study, the researcher employed the following steps:

1.   A letter asking for permission was sent to the Schools Division Superintendent of Davao del Sur division.

2.   The School Principal was given a copy of the endorsement of the Schools Division Superintendent and a cover letter on the subject of the study in order to solicit his support.

3.   A schedule was arranged with the Department Heads and teachers in order for the researcher to personally conduct and supervise the conduct of the study to assure reliability of responses.

4.   Respondents were assured of the confidentiality of their responses.

5.   The researcher and/or English teacher conducted an oral communication activity in every class in which students were asked to select and recite a speech piece out from the speech activities given by the researcher. Then, researcher and/or teacher rated the Oral Communication proficiency of the respondents based on the performance of the given oral communication activity.

6.   For learning engagement, respondents were asked to answer the SESQ. Questionnaires were immediately retrieved right after administering the research.

5.   Data were encoded and tabulated for statistical analysis.

6.   Photographs were taken for documentation.

Statistical Tools

The data were interpreted with the use of the following statistical tools:

1. Mean was used to determine the level of the learning engagement of students in English.

2. Standard Deviation was used to determine the extent of the variability of responses.

3. Frequency Distribution was used to describe the number of responses on the level of the learning engagement of students in English.

4. T-test and Analysis of Variance (ANOVA) was used to determine the significant difference on the oral communication proficiency of Grade 11 students when analyzed according to their profile.

5. Pearson Product-Moment Correlation Coefficient was used in determining the significance of the relationship of oral communication proficiency and learning engagement of students in English. Pearson r was used for investigating the relationship between two quantitative variables in order to measure the strength of association between them.

CHAPTER IV

RESULTS AND DISCUSSION

Profile of the Respondents in terms of Gender, Family's Monthly Income and Track

In Terms of Gender

Presented in Table 2 is the gender profile of the Grade 11 students of Santa Cruz National High School. The table shows the number of male (f=69) and female (f=112). Male composed 38.1% of the population while female comprised the 61.9%. As shown in the table, Grade 11 students were dominated by female (61.9%).

Table 2. Gender Profile of Grade 11 Students of Sta. Cruz National High School. S.Y. 2016-2017.

Gender	Frequency	Relative Frequency (%)
Male	69	38.1
Female	112	61.9
Total	**181**	**100**

The result is further parallel to the School Governance and Operations Division - Planning and Research Office Report's Summary of Senior High School Enrollment of DepEd-Davao del Sur of School Year 2016-2017 which reveals that out of 5,496 total Grade 11 enrolled, there

are 2,821 females which is 51%. In private schools, out of 1,632 total enrolments, there are 877 females which is 54%.

Aside from the National Statistics Office data which highlights that female outnumbered male in the recent population, the findings on the table is also due to higher school mortality rate of female in the Division of Davao del Sur specifically Sta. Cruz National High School. It implies that there was a higher number of female who finished junior high school who continued studying in senior high school compared to male. Out of 681 graduates of Grade 10 in School Year 2015-2016, 279 were male, which is 41% of the total graduates of Sta. Cruz National High School. Worthy to note that there was a decrease in the percentage of male who continued in Grade 11 by 2.9%.

In Terms of Family's Monthly Income

Presented in Table 3 is the family's monthly income profile of the Grade 11 students of Sta. Cruz National High School. The table shows the relative frequency in terms of percent on family's monthly income profile of Grade 11 students who were officially enrolled during the SY 2016-2017. Income brackets with the corresponding frequency are presented as follows: 5,000 and below (f=95); 5,001 to 15,000 (f=59); 15,001 to 25,000 (f=11); 25,001 to 35,000 (f=6); 35,000 and above (f=10).

Table 3. Family's Monthly Income Profile of the Grade 11 Students of Sta. Cruz National High School. S.Y. 2016-2017.

Income (Php)	Frequency	Relative Frequency (%)
5,000 and below	95	52.5
5,001 to15,000	59	32.6
15,001 to 25,000	11	6.1
25,001 to 35,000	6	3.3
35,000 and above	10	5.5
Total	**181**	**100**

Based on the result, majority of the respondents' family monthly income ranged from P 5,000 and below with a relative frequency of 52.5%, followed by P5,001 to P15,000 (32.6%), P15,001 to P25,000 (6.1%), above P35,000 (5.5%), and P25,001 to P35,000 (3.3%). The result conformed the findings of the Philippine Statistics Authority which stated that Filipino families in poorest decile earn six thousand pesos monthly, on average in 2012.

Furthermore, National Statistics Office data specifically in the municipality of Sta. Cruz reveals that majority of the households have an income below P 15,000 which are part of the low income earners. Mostly, families make a living out from farming, fishing

and industry working since Sta. Cruz is composed mostly of agricultural areas.

In Terms of Track

Presented in Table 4 is the track profile of the Grade 11 students of Santa Cruz National High School. Tracks with the corresponding frequency are presented as Academic Track (f=81) and Technical-Vocational and Livelihood Track (f=100). As shown in the table, majority of Grade 11 students were enrolled and currently taking Technical-Vocational and Livelihood Track which is 55.2% of the population under Food and Beverages, ICT, Computer Servicing and Animation, Caregiving, Cookery, Bread and Pastry strands. On the other hand, 44.8 % of Grade 11 students are enrolled in Academic Track which offers Accountancy and Business Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering and Mathematics (STEM).

Table 4. Track Profile of the Grade 11 Students of Sta. Cruz National High School. S.Y. 2016-2017.

Track	Frequency	Relative Frequency (%)
Academic	81	44.8
TVL	100	55.2

Total	181	100

The finding is supported by DepEd - Davao del Sur Planning and Research Office Report under School Governance and Operations Division that the number of Grade 11 students enrolled in Technical-Vocational Livelihood track is higher than Academic track. Moreover, in a consolidated report of senior high school enrolment, 3,297 are enrolled in TVL track while 3,243 are enrolled in academic track. This shows that students opted to work after finishing high school rather than continuing into tertiary education since TVL track equips senior high school graduates needed skills for employment in industries and sectors present in the community. Senior high school program aimed to channel students towards entrepreneurship, employment and college. Hence, senior high schools have signed industry-partnership agreement with prospected companies that will hire TVL track graduates in senior high school.

Level of Oral Communication Proficiency of Students

In Terms of Verbal Skills

Presented in Table 5 is the level of oral communication proficiency of Grade 11 students in English in terms of verbal skills. Indicators with the corresponding mean ratings are presented as follows: *Speech style was conversational* gained a mean rating of 4.21 with descriptive

equivalent of great extent; *Fillers were avoided* registered a mean rating of 4.03 with descriptive equivalent of great extent; *Volume was well-adjusted to audience size* yielded a mean rating of 4.17 with a descriptive rating of great extent; *Rate or speed of speaking was varied* obtained a mean rating of 4.04 described as great extent; *Voice was modulated* generated a mean rating of 4.12 with descriptive equivalent of great extent; *Pauses were effectively used* has a mean rating of 4.05 with descriptive equivalent of great extent; and *Words were pronounced and enunciated well* generated a mean rating of 4.05 with descriptive equivalent of great extent. The level of oral communication proficiency of Grade 11 students in English in terms of verbal skills yielded an overall mean rating of 4.09 or great extent.

All of the indicators were rated great extent. This implies that the level of oral communication proficiency of Grade 11 students in English in terms of verbal skills is of great extent which indicated that the students' oral communication proficiency is very good.

Results showed that the oral communication proficiency of students in English was very good which was displayed through the use of conversational speech style, avoiding fillers, adjusting voice volume to audience size, varying speed of speaking, modulating voice, utilizing pause effectively and enunciating well.

Table 5. Level of Oral Communication Proficiency of Grade 11 Students in English in terms of Verbal Skills. S.Y. 2016-2017.

Indicators	Mean	*SD*	Remarks
1. Speech style was conversational.	4.21	0.78	Great Extent
2. Fillers were avoided.	4.03	0.80	Great Extent
3. Volume was well-adjusted to audience size.	4.17	0.82	Great Extent
4. Rate or speed of speaking was varied.	4.04	0.81	Great Extent
5. Voice was modulated.	4.12	0.84	Great Extent
6. Pauses were effectively used.	4.05	0.81	Great Extent
7. Words were pronounced and enunciated well.	4.05	0.81	Great Extent
Overall	4.09	0.74	Great Extent

Results further yielded that among the indicators of verbal skills *speech style was conversational* has the highest mean which showed that students have acquired oral proficiency skill for the purpose of conversation. Conversational oral communication reveals that students have perceived English as the tool that can be used in engaging in a conversation and communication purposes. Acquisition and mastery on oral communication skill can be beneficial to student in order to express himself in the English language. Nevertheless, Asubiojo et al. (2005)

stressed that failure to provide practice in oral language for conversation purposes hampers the language acquisition of students. Learning English language in a conversation situation is needed to improve the oral communication performance of language learners.

Furthermore, the lowest indicator is *fillers were avoided* with a 4.03 mean or great extent. It implies that students are good in avoiding fillers. This is in contrast to Barrass (2006) idea that in attempting to use the English language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited and that they are unable to express their thoughts in orally mature vocabulary. Hence, they used words, expressions and lines as fillers to cover up gaps and dead air during oral communication.

In Terms of Non-Verbal Skills

Presented in Table 6 is the level of oral communication proficiency of Grade 11 students in English in terms of non-verbal skills. Indicators with the corresponding mean ratings are presented as follows: *Eye contact was effectively used* received a mean rating of 4.15 with a descriptive rating of great extent; *Speaker was prepared and confident* recorded a mean rating of 3.97 with a descriptive rating of great extent; *Distracting movements or mannerisms were avoided* registered a mean rating of 3.92 with a descriptive rating of great extent; *Facial expressions*

were appropriate to the message had a mean rating of 3.99 with a descriptive rating of great extent; and *Mastery of the speech was evident* yielded a mean rating of 3.90 with a descriptive rating of great extent. The level of oral communication proficiency of Grade 11 students in English in terms of non-verbal skills yielded an overall mean rating of 3.98 or great extent.

In like manner, all indicators were rated great extent with 3.98 overall mean rating. It implies that Grade 11 students have a very good oral communication skill in terms of non-verbal skills. Students were able to observe eye contact effectively, speak confidently, avoid mannerisms, use appropriate facial expressions and master speech on great extent.

Table 6. Level of Oral Communication Proficiency of Grade 11 Students in English in terms of Non-Verbal Skills. S.Y. 2016-2017.

Indicators	Mean	Standard Deviation	Remark
Eye contact was effectively used.	4.15	0.83	Great Extent
Speaker was prepared and confident.	3.97	0.86	Great Extent
Distracting movements or mannerisms were avoided.	3.92	0.79	Great Extent
Facial expressions were appropriate to the message.	3.99	0.77	Great Extent
Mastery of the speech was evident.	3.90	0.78	Great Extent

Overall	3.98	0.72	Great Extent

Result further yielded 4.15 mean in *eye contact was effectively used* which is the highest among the indicators on non-verbal skills. Major determinant of an effective speaker is the way he or she build a rapport to the receiver through eye contact. Sincerity, clarity and effectiveness of the message are influenced by the manner the speaker establish eye-contact to listeners. Let perhaps attention is get by looking at the eye of the audience.

However, *mastery of the speech is evident* is the lowest indicator. This is due to the difficulty of oral communication performers to focus in multiple facets at single time. Mastery is associated to memorization of the piece and hence involved the accuracy of remembering and recalling the words and lines in a piece.

Level of Learning Engagement of Students in English

In Terms of Affective Engagement

Presented in Table 7 is the level of learning engagement of the students in learning English in terms of affective engagement. Indicators with the corresponding mean ratings are presented as follows: *I am very interested in learning* had a mean rating of 4.5 with a descriptive rating of high; *I think what we are learning in school is interesting* registered a

mean rating of 4.4 with a descriptive rating of high; *I like what I am learning in school* got a mean rating of 4.6 with a descriptive rating of very high; *I enjoy learning new things in class* recorded a mean rating of 4.6 with a descriptive rating of very high; *I think learning is interesting* had a mean rating of 4.1 with a descriptive rating of high; *I like my school* yielded a mean rating of 4.15 with a descriptive rating of high; *I am proud to be at this school* received a mean rating of 4.6 with a descriptive rating of very high; *Most mornings, I look forward to going to school* received a mean rating of 4.1 with a descriptive rating of high; and *I am happy to be at this school* received a mean rating of 4.5 with a descriptive rating of high. The overall mean of level of learning engagement of Grade 11 students in learning English in terms of affective engagement is 4.4 or high.

Table 7. Level of Learning Engagement of the Grade 11 Students in Learning English in terms of Affective Engagement. S.Y. 2016-2017.

Statements	Mean	*SD*	Remark
1. I am very interested in learning.	4.5	0.7	High
2. I think what we are learning in school is interesting.	4.4	0.7	High
3. I like what I am learning in school.	4.6	0.6	Very High
4. I enjoy learning new things in class.	4.6	0.6	Very High

5. I think learning is interesting.	4.1	0.9	High
6. I like my school.	4.4	0.7	High
7. I am proud to be at this school.	4.6	0.6	Very High
8. Most mornings, I look forward to going to school.	4.1	0.8	High
9. I am happy to be at this school.	4.5	0.6	High
Overall	4.4	0.4	High

As disclosed in the table, six out of nine statements were rated high which indicated that the level of learning engagement of the student in English is high. Three of the statements were rated as very high which indicated that the level of learning engagement of the student in English is very high. Summarizing all the numerical figures the level of learning engagement of the student in English is high.

Among the levels of learning engagement of Grade 11 students in learning English, the students were highest in affective engagement. It goes to show the emotional engagement and strong attachment of students to school, teachers, and its activities.

Results revealed that in all indicators of affective engagement, the students rated high except in indicators *I like what I am learning in school, I enjoy learning new things in class*, and *I am proud to be at this*

school which had the highest rating with 4.6 mean or very high. This implies that Grade 11 students have enjoyed their learning in senior high school. They displayed a positive attitude to what are being taught by the teachers. Hence, they were proud to be students of Sta. Cruz National High School.

Moreover, engagement of students in school were influenced by their perception of the school as a whole which includes staff, teachers, policies and learning. This determined the withdrawal and participation tendencies of students. This is congruent to Archambault et al. (2009) who postulated that affective engagement is students' frame of mind of identification or belonging to the school where he or she is learning, and his or her relationships with teachers and peers. This is the characterization of engagement which is considered as the internal form of engagement signifying a student's sense of connection to school. The higher the student's feeling of belongingness to school, the higher his or her engagement and participation to the process of learning.

In Terms of Behavioral Engagement

Presented in Table 8 is the level of learning engagement of the students in learning English in terms behavioral engagement. Indicators with the corresponding mean ratings are presented as follows: *I try hard to do well in school* recorded a mean rating of 4.4 with a descriptive rating

of high; *I work as hard as I can* yielded a mean rating of 4.2 with a descriptive rating of high; *When I'm in class, I participate in class activities* registered a mean rating of 4.1 with a descriptive rating of high; *I pay attention in class* had a mean rating of 4.1 with a descriptive rating of high; *When I'm in class, I just act like I'm working* had a mean rating of 3.6 with a descriptive rating of high; *In school, I do just enough to get by* had a mean rating of 3.4 with a descriptive rating of neither high nor low; *When I'm in class, my mind wanders* had a mean rating of 3.2 with a descriptive rating of neither high nor low; *If I have trouble understanding a problem , I go over it again until I understand it* had a mean rating of 4.2 with a descriptive rating of high; *When I run into a difficult homework or problem, I keep working at it until I think I've solved it* got a mean rating of 4.0 with a descriptive rating of high; *I am an active participant of school activities such as sport day and school picnic* recorded a mean rating of 3.5 with a descriptive rating of neither high nor low; *I volunteer to help with school activities such as sport day and parent day* reached a mean rating of 3.4 with a descriptive rating of neither high nor low; and *I take an active role in extracurricular activities in my school* had a mean rating of 3.5 with a descriptive rating of neither high or low. The level of learning engagement of Grade 11 students in learning English in terms of behavioral engagement registered a mean rating of 3.8 or high.

As disclosed in the table, majority of the statements which is 7 out 12 were rated high which indicated that the level of learning engagement of the student in English is high. Five of the statements were rated as neither high nor low which indicated that that the level of learning engagement of the student in English is neither high nor low. Summarizing

all the numerical figures the level of learning engagement of the student in English is high. This implies that students have high level of behavioral engagement. Among the three classifications of students' engagement, Grade 11 students are lowest in behavioral engagement.

Table 8.   Level of Learning Engagement of the Grade 11 Students in Learning English in terms of Behavioral Engagement. S.Y. 2016-2017.

Statements	Mean	*SD*	Remark
1. I try hard to do well in school.	4.4	0.7	High
2. In class, I work as hard as I can.	4.2	0.7	High
3. When I'm in class, I participate in class activities.	4.1	0.7	High
4. I pay attention in class.	4.1	0.7	High
5. When I'm in class, I just act like I'm working.	3.6	1.0	High
6. In school, I do just enough to get by.	3.4	0.9	Moderate
7. When I'm in class, my mind is focused on the lesson.	3.2	0.9	Moderate
8. If I have trouble understanding a problem, I go over it again until I understand it.	4.2	0.8	High
9. When I run into a difficult homework or	4.0	0.8	High

problem, I keep working at it until I think I've solved it.			
10. I am an active participant of school activities such as sport day and school picnic.	3.5	1.0	Moderate
11. I volunteer to help with school activities such as sport day and parent day.	3.4	1.0	Moderate
12. I take an active role in extracurricular activities in my school.	3.5	1.0	Moderate
Overall	**3.8**	**0.4**	**High**

Findings reveal that students have high behavioral engagement in schools through participation in extracurricular activities and attendance. Furthermore, they have positive conduct in school policies and adhering to classroom rules. Students who have high behavioral engagement in school have lack disruptive behaviors and do not involved in delinquent activities such as skipping school and getting in trouble while maintaining a strong involvement in learning processes and academic tasks. They also display positive behaviors such as effort, persistence, concentration, attention, asking questions, and contributing to class discussion, and participation in school-related activities such as athletics and school governance. This is congruent to the idea of Wang et al. (2011) that behavioral engagement comprised of positive behaviors on participation, attendance and higher-level behaviors like effort to learn in school.

Moreover, students who have high behavioral engagement had achievement in school whether in academic or in extra-curricular activities.

Hence, achievement in school is an outcome of students' behavioral engagement which is measured by teachers because behavioral engagement includes effort of students, persistence, participation, and compliance with school structures.

In Terms of Cognitive Engagement

Presented in Table 9 is the level of learning engagement of the students in learning English in terms cognitive engagement. Indicators with the corresponding mean ratings are presented as follows: *When I study, I try to understand the material better by relating it to things I already know* had a mean rating of 4.3 with a descriptive rating of high; *When I study, I figure out how the information might be useful in the real world* yielded a mean rating of 4.3 with a descriptive rating of high; *When learning new information, I try to put the ideas in my own words* received a mean rating of 4.2 with a descriptive rating of high; *When I study, I try to connect what I am learning with my own experiences* registered a mean rating of 4.2 with a descriptive rating of high; *I make up my own examples to help me understand the important concepts I learn from school* achieved a mean rating of 4.1 with a descriptive rating of high; *When learning things for school, I try to see how they fit together with other things I already know* registered a mean rating of 4.0 with a

descriptive rating of high; *When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things* recorded a mean rating of 4.0 with a descriptive rating of high; *I try to see the similarities and differences between things I am learning for school and things I know already* had a mean rating of 4.2 with a descriptive rating of high; *I try to understand how the things I learn in school fit together with each other* obtained a mean rating of 4.1 with a descriptive rating of high; *I try to match what I already know with things I am trying to learn for school* recorded a mean rating of 4.1 with a descriptive rating of high; *I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over* yielded a mean rating of 4.1 with a descriptive rating of high; and *When studying, I try to combine different pieces of information from course material in new ways* registered a mean rating of 4.0 with a descriptive rating of high.

As disclosed in the table, all indicators were rated high which indicated that the level of learning engagement of the student in English is high. Summarizing all the numerical figures the level of learning engagement of the student in English is high with an overall 4.1 mean.

This means that students' engagement school and learning process is high. They participated in all academic tasks required by the school,

subject and teachers. They also showed a considerable amount of interest

in acquiring knowledge by utilizing variety of strategies.

Table 9. Level of Learning Engagement of the Grade 11 Students in Learning English in terms of Cognitive Engagement. S.Y. 2016-2017.

Statements	Mean	SD	Remarks
1. When I study, I try to understand the material better by relating it to things I already know.	4.3	0.7	High
2. When I study, I figure out how the information might be useful in the real world.	4.3	0.7	High
3. When learning new information, I try to put the ideas in my own words.	4.2	0.7	High
4. When I study, I try to connect what I am learning with my own experiences.	4.2	0.7	High
5. I make up my own examples to help me understand the important concepts I learn from school.	4.1	0.7	High
6. When learning things for school, I try to see how they fit together with other things I already know.	4.0	0.7	High
7. When learning things for school, I often try to associate them with what I learned in other classes about the same or similar things.	4.0	0.7	High
8. I try to see the similarities and differences between things I am learning for school and things I know already.	4.2	0.7	High
9. I try to understand how the things I learn in school fit together with each other.	4.1	0.7	High
10. I try to match what I already know with things I am trying to learn for school.	4.1	0.7	High
11. I try to think through topics and decide what I'm supposed to learn from them, rather than	4.1	2.2	High

studying topics by just reading them over.

12. When studying, I try to combine different pieces of information from course material in new ways.	4.0	0.8	High
Overall	**4.1**	**0.5**	**High**

Cognitive engagement of students was high which was expressed through flexibility in problem solving, high preference for hard work, and positively coping in the face of failure as well as the ability to use metacognitive skills to evaluate task requirements which established a better way on how students feel about themselves and their learning, their skills, and the strategies they employ to master oral communication. Unlike affective and behavioral engagement which assessed students' efforts to simply do the work, the high cognitive engagement of students is due to their focused on learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote.

Summary of the Level of Learning Engagement of Students in English

Presented in Table 10 is the summary of the level of learning engagement of students in English. All indicators were rated high which means that learning engagement of students in all aspects were high. Furthermore, the results revealed that students had a highest learning engagement in terms of affective engagement with 4.4 mean rating or

high. This was followed by cognitive engagement which gained a rating of 4.1 or high. The learning engagement of students was lowest in behavioral indicators with 3.8 mean. The overall level of learning engagement of students in English reached a mean rating 4.1 or high.

Table 10.   Summary of the Level of Learning Engagement of the Grade 11 Students in Learning English. S.Y. 2016-2017.

Indicators	Mean	SD	Remarks
Affective Engagement	4.4	0.4	High
Behavioral Engagement	3.8	0.4	High
Cognitive Engagement	4.1	0.5	High
Overall Mean	**4.1**	**0.4**	**High**

The result revealed students had high participation in learning activities in schools in affective, behavioral and cognitive. Though they rated lowest in behavioral engagement, still, students exhibit active involvement in classroom processes like listening on lectures, doing assignments, following directions, and participating in class discussions. They also display a considerable effort in the application of mental energy like studying and analyzing the content of the lesson, trying to figure out new materials and techniques, and solving mental challenges. Moreover, students had shown positive attitude towards the school and the school activities. They had a positively feeling to classes to the extent of enjoying

every lessons, feeling comfortable and interested to the approaches of teachers, and wanting to do well in school. Engagement to these processes bring satisfaction to them, more so, if it is rewarding and pleasing.

This finding is parallel to the idea of Dawes and Larson (2011) who stated that students invest the highest level of engagement on activities that give them gratification which positively influence their identity development which integrates successes, routines, habits, novelties, thrills, and gratifications into a coherent and evolving interpretation of who they are.

Comparison on the Oral Communication Proficiency of Students

When Analyzed According to Gender

Presented in Table 11 is the comparison on the oral communication proficiency of Grade 11 students when analyzed according to gender. Table 11 below shows that oral communication proficiency of male students is 3.83 mean with a descriptive rating of great extent. This implies that male students have very good oral communication proficiency. On the other hand, oral communication proficiency of female students has a mean rating of 4.17 with a descriptive rating of great extent. In likely manner, female students have a very good oral

communication proficiency.   Based on the result, mean ratings on the oral communication proficiency of male and female Grade 11 students differ mathematically. Female students have higher oral communication proficiency compared to male students. Differences in mean ratings were tested using t-test for independent samples with equal variances assumed. As disclosed in the table, t-value is 3.165 with p-value (0.002) which is lower than 0.05 level of significance. Therefore, the decision rejected the null hypothesis (H_0). Result indicated that female students have higher ratings on oral communication proficiency than male students.   Therefore, there is a significant difference on the oral communication proficiency of Grade 11 students when analyzed according to their gender.

Table 11. Comparison on the Oral Communication Proficiency of Grade 11 Students when Analyzed According to Gender. April 2017.

Gender	Mean	*SD*	T-value	P-value	Decision
Male	3.83	0.69	3.165	0.002	Reject Ho
Female	4.17	0.70			

The findings confirmed the observation of the researcher that most likely female students excel in language subjects such as English and Filipino compared to male students. Females are good in activities that involve the use of language like debate, oration and class recitation.

However, an increase in the oral communication proficiency among male students is observable over the years.

Findings further revealed that both male and female have a very good oral communication proficiency in English subject. This is a significant finding since the school aimed to prepare students for future work. They need to have the ability to speak well in their personal lives, future workplaces, social interactions, and political endeavors for they will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with once they will be employed in different industries. Through very good oral communication proficiency, the accomplishment of a wide range of goals and becoming useful members of their communities are very possible.

Moreover, students who have a high oral communication skills and are considered orally proficient are well-sought. It has become imperative that they have to be proficient in oral communication skills so that they can function effectively in the academic and even in extra-curricular setting.

When Analyzed According to Family's Income

Presented in Table 12 is the comparison of means using analysis of variance (ANOVA) comparison on the oral communication proficiency of Grade 11 students when analyzed according to family's monthly income.

As disclosed in the table, F-value is 3.599 with a p-value of 0.008. Since the p-value is smaller than 0.05 level of significance, therefore, the null hypothesis was rejected.

Result indicated that differences on the oral communication proficiency level of Grade 11 students when analyzed according to family's monthly income differ significantly. Result indicated that family's monthly income of Grade 11 students resulted different oral communication proficiency level.Thus, there is significant difference on the oral proficiency of Grade 11 students when analyzed according to their family's income.

Table 12. Comparison on the Oral Communication Proficiency of Grade 11 Students when Analyzed According to Family's Income. April 2017.

Sources of Variation	Sum x^2	*df*	Mean	F-value	P-value	Decision
Between Income	6.974	4	1.743	3.599	0.008	Reject Ho
Total	92.224	180				

Results revealed that the differences of oral communication proficiency of students were brought by the differences of their family's income. This is due to the fact that students whose family has higher income were more exposed to activities that involves speaking English. More so, the respective families were using English as a medium of

conversation and interaction in their homes. Furthermore, families who have high income have parents or family members who are eloquent in speaking English and have a good oral communication skill. This is congruent to what Pace, Luo, Hirsh-Pasek, and Golinkoff, (2017) stated that children from low-income backgrounds consistently perform below their more advantaged peers on standardized measures of language ability, setting long-term trajectories that translate into gaps in academic achievement.

When Analyzed According to Track

Presented in Table 13 is the comparison on the oral communication proficiency of Grade 11 students when analyzed according to track. Table 12 shows the mean of oral communication proficiency of students which is 4.52 or great extent. This implies that students in academic track have a very good oral communication proficiency. Consequently, the students in Technical – Vocational and Livelihood track have 3.65 mean or great extent. This means that students in TVL track have a very good oral communication proficiency.

Based on the result, mean ratings on the oral communication proficiency of academic track and TVL track of Grade 11 students differ mathematically. Differences in mean ratings were tested using t-test for independent samples with equal variances assumed.

Table 13. Comparison on the Oral Communication Proficiency of Grade 11 Students when Analyzed According to Track. April 2017.

Gender	Mean	*Sd*	T-value	P-value	Decision
Academic	4.52	0.54	10.184	0.000	Reject Ho
TVL	3.65	0.59			

As disclosed in the table, t-value is 10.184 with p-value (0.000) which is lower than 0.05 level of significance, thus, rejected the null hypothesis (*Ho*). Result indicated that students in academic track have higher ratings on the oral communication proficiency than students in the TVL track. Therefore, there is a significant difference on the oral communication proficiency of Grade 11 students when analyzed according to their senior high school track.

The result confirmed the observation of the researcher that Grade 11 students who were enrolled in academic track had a higher level of oral communication proficiency compared to students who were in technical - vocation and livelihood track. Students who are enrolled in different tracks displayed a difference in oral communication skills. The students who were in academic track are better in oral communication because they are more inclined in academics. They are also doing well in English and other subjects which requires high English proficiency such as Science and Mathematics. Students who had high oral communication proficiency were

expressing their interest in pursuing tertiary courses in college, unlike students in TVL track who opted to work after completing senior high school.

Relationship between Oral Proficiency and Learning Engagement of Students in English

Presented in Table 14 is the relationship between the oral proficiency and learning engagement of students in learning English. Result showed that the Pearson correlation coefficient is equal to 0.231. This denotes a negligible relationship. The coefficient of determination (r^2) is equal to 0.0534 or 5.34% which denotes that 5.34% of variation on the learning engagement might be caused by the oral proficiency in learning English of Grade 11 students. The remaining percentages are caused by other factors not included in this study.

Table 14. **Relationship Between Oral Proficiency and Learning Engagement of Students in Learning English.**

Variables	Computed r	p-value	r^2	Description	Decision
Oral Proficiency	0.231	0.002	0.0534	Negligible relationship	Reject Ho
Learning Engagement					

As reflected in the table, the p-value (0.002) of the two directional

measures is smaller than 0.05 which implies that the null hypothesis is rejected. Thus, the null hypothesis which states that there is no significant relationship between the oral proficiency and learning engagement of students in learning English is rejected. Since the relation is negligible, significant difference that is found in the result is probably due to a large number of respondents. Therefore, there is a significant relationship between the oral communication proficiency and learning engagement of Grade 11 students in English.

The research findings underscore the need for more study examining the relations between oral communication proficiency and learning engagement of students and, furthermore, emphasize the need to distinguish the nature of learning engagement.

Enhancement Program Developed

Based on the results and the findings of the study, the learning engagement of students was high; however, they exhibited a low participation in behavioral engagement when compared to affective and cognitive. The researcher wished to enrich oral communication teachers with strategies and approaches that spur students' interests and active involvement in classroom processes like listening on lectures, doing assignments, and participating in class discussions.

By this, the researcher came up with an enrichment program that will help and aid English language teachers to improve the learning engagement of students in English through the use of varied strategies.

Language Teachers Enrichment Program of Sta. Cruz National High School

Facilitators: Dr. Ruben F. Asan

Dr. Joy A. Bariquit

Dr. Siverlyn C. Camposano

Date: June 13-15, 2017

Venue: SCNHS Computer Laboratory

Participants: All SCNHS Language Teachers

A. Objectives:

The objectives of this intervention program is to provide awareness and opportunities to the English Department for faculty development and re-tooling of language instructions. Moreover, this explicitly presents strategies and approaches in teaching oral communication to students in order to meet the vision, mission and goal of the school for the benefit of the education community. This program further encourages teacher's participation in relevant local, regional or national faculty development programs.

This aims to improve the English language competence and communication skills of participants for them to become credible and effective instructional leaders. This aims to enhance their pedagogical skills (teaching strategies/approaches, lesson planning, and development of instructional materials) in teaching oral communication and the language macro-skills specially listening and speaking. Lastly, this aims to better equip teachers with skills to use appropriate and varied assessment and evaluation tools for oral communication use.

B. Program Content:

I. Improving Teachers' English Language

1. Nature of English as a Second Language in the Philippine Setting
By Dr. Joy A. Bariquit

2. Language Trend: World Englishes
By Dr. Siverlyn M. Camposano

3. Speech Clinic for Teachers
By Dr. Joy A. Bariquit

4. Essentials of ESL Teaching
By Dr. Siverlyn M. Camposano

5. Grammar Enrichment for Teachers
By Dr. Ruben F. Asan

6. Vocabulary Development for Teachers
By Dr. Ruben F. Asan

II. The Art of Teaching Oral Communication

1. Oral and Aural Comprehension Instruction

By Dr. Ruben F. Asan

2. The Listening and Speaking Process and Techniques
   By Joy A. Bariquit

3. Speech Improvement for Students
   By Dr. Siverlyn M. Camposano

4. Teaching Pronunciation and other Oral Skills
   By Dr. Siverlyn M. Camposano

III. Enhancing Students' Engagement

1. Learning Engagement and its Nature
   By Dr. Joy A. Bariquit

2. Behavioral Engagement
   By Dr. Ruben F. Asan

3. Hooking Students' Behavior Through Teaching Strategies
   By Dr. Siverlyn M. Camposano

4. Crafting of Session/Lesson Guide: Behavioral Engagement
   in Focus   By Dr. Siverlyn M. Camposano

C. Materials Needed:

LCD Projector with screen and laptop for the facilitators, manila paper, cartolina, pentel pen, colored pens, and masking tapes.

D. Physical Setting:

Arm chairs will be arranged in U-formation. Facilitator's table will be positioned at the center where the projector and laptop will be placed.

E. Activity:

Day 01

Time	Activity
7:00 - 7:30	Opening Program
7:30 - 9:00	Lecture 1: Nature of English as a Second Language in the Philippine Setting By Dr. Joy A. Bariquit
9:00 - 10:30	Lecture 2: 2. Language Trend: World Englishes By Dr. Siverlyn M. Camposano
10:30 - 12:00	Lecture 3: Speech Clinic for Teachers By Dr. Joy A. Bariquit
12:00 - 1:00	Lunch Break
1:00 - 2:30	Lecture 4: Essentials of ESL Teaching By Dr. Siverlyn M. Camposano
2:30 - 4:00	Lecture 5: Grammar Enrichment for Teachers By Dr. Ruben F. Asan
4:00 - 5:30	Lecture 6: Vocabulary Development for Teachers By Dr. Ruben F. Asan

Day 02

Time	Activity
7:00 - 7:30	MOL
7:30 - 9:30	Lecture 7: Oral and Aural Comprehension Instruction By Dr. Ruben F.Asan
9:30 - 11:30	Lecture 8: The Listening and Speaking Process and Techniques

	By Joy A. Bariquit
11:30 - 12:30	Lunch Break
12:30 - 2:30	Lecture 9: Speech Improvement for Students By Dr. Siverlyn Camposano
2:30 - 4:30	Lecture 10: Teaching Pronunciation and other Oral Skills By Dr. Siverlyn Camposano
4:30 - 5:00	Open Forum
5:00 - 5:30	Socialization

Day 03

Time	Activity
7:00 - 7:30	MOL
7:30 - 9:30	Lecture 11: Learning Engagement and its Nature By Dr. Joy A. Bariquit
9:30 - 11:30	Lecture 12: Behavioral Engagement By Dr. Ruben F. Asan
11:30 - 12:30	Lunch Break
12:30 - 2:30	Lecture 13: Hooking Students' Behavior Through Teaching Strategies By Dr. Siverlyn M. Camposano
2:30 - 4:30	Lecture 14: Crafting of Session/Lesson Guide: Behavioral Engagement in Focus By Dr. Siverlyn M. Camposano
4:30 - 5:00	Post-Program Evaluation
5:00 - 5:30	Closing Program

Intervention Program Developed

Based on the results and the findings of the study, the students; oral communication proficiency is of great extent however there are still some indicators in their non-verbal skills that needs intervention in order to achieve effective communication since a successful communication does not only deal with the spoken words but on the manner of delivery as well.   An intervention program designed to further enhance the over-all oral communication proficiency of the Grade 11 students of Santa Cruz National High School.

Oral Communication Intervention Program for Grade 11 Students of Sta. Cruz National High School

I. Introduction:

Oral Communication Intervention Program for Students helps them to improve the skills they already have and develop the ones they do not have to ensure effective oral communication. The purpose of the Oral Communication Intervention Program covers the speaking and presentational skills. By the end of the intervention program, students should be able to deliver an effective speech.Oral Communication

Intervention Program for Students focuses on the fundamental and required skills essential to oral communication. To accomplish such goal, this is designed as a dialogue and lecture lab. Students are expected to

start their journey into effective communication skills in an effort to reach this intervention program goals.

II. Program Format:

This is an interactive and conversational program. The majority of the class is dedicated to practical exercises and group activities. Students will learn various oral communication skills through adequate activities, role-playings, and workshops.

III. Training Needs Analysis:

Oral communication proficiency is vital to success in any field. This intervention program will enable students to develop and improve their skills in a practical, thrilling, and stress-free learning environment. Having fun while learning is guaranteed.

IV. Participants:

Oral Communication Intervention Program is a 2-day course designed for all Grade 11 Senior High School students of Sta. Cruz National High School who are in need and interested in improving their overall oral communication skills such as public speaking, one-on-one communication, and communicating vigorously and persuasively.

V. Objectives:

Upon the completion of Oral Communication Intervention Program, the students are able to:

1. Explore the elements of effectively speaking in public

2. Build confidence in their speaking skills

3. Say what they really mean while making the best impression on others

4. Communicate effectively under pressure and keep their cool

5. Arrange, plan, and prepare their message

6. Speak creatively and influentially

7. Speak clearly and precisely

8. Answer questions on spot

9. Apply the "stop" and "go" signals

10. Express their point clearly and efficiently

11. Accurately demonstrate their knowledge

12. Be proficient in demonstrating the presentation in a suitable manner

13. Demonstrate oneself in a poised performance that present assurance and confidence

14. Listen and analyze the content and provide speeches with perception and composure

VI. Program Outline:

A. Overview of Oral Communication Skills

- Definition of communication

- Some background

- Oral communication features

- Effective oral communication characteristics

- Communication approaches

- Types of communication

- Oral communication components

- Advantages of effective oral communications

B. Principles of effective oral communication

- Prepare

- Know the audience

- Structure the presentation

- Practicing

- Engaging with the audience

- Editing and improving presentation

- Staying calm

C. Communications Perspectives

- Graphical methods

- Language

- Factors affecting presentation

- Biases

- Environment

- Feelings

D. Communication Styles and Approaches

- Communication style matrix

- Direct style

- Spirited style

- Systematic style

- Considerate style

E. Fundamental Listening Skills

- Self-awareness

- Active listening

- Listening even in difficult situations

F. Oral Communication Skills

- The characteristics of great conversation

- Phonological styles

- Performing with a sense of stress, intonation and

  meaning

- Taking advantage of question tags

- Initiating, maintaining and ending conversations

- Standard conversation

- Verbal language expressions

- Effective listening

- Body language

- Things to do and not to do in conversation

- Phone conversation

- How to apply English in communication e.g.

  introductions, greetings, clarifications, explanations,

  interruptions, opinions

- How to express your feelings and opinions e.g.

  agreement, arguments, complaints, apologies

- Contributing in unofficial discussions and situations

- Using information to make some decision

- Regenerating information

G. Matrix:

Time	Day 1	Day 2
7:30 – 8:00	Opening Program	MOL

8:00 – 10:00	Overview of Oral Communication Skills	Fundamental Listening Skills
10:00 – 12:00	Principles of effective oral communication	Oral Communication Skills
12:00 – 1:00	Lunch Break	
1:00 – 3:00	Communications Perspectives	Demonstration of Skills/ Skills Presentation
3:00 – 5:00	Communication Styles and Approaches	Post Program Assessment

H. Program Monitoring:

Program Monitors are the School Principal, English Department Coordinator, Head Teachers, Master T English, and Oral Communication Teachers.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was conducted to determine the relationship of oral communication proficiency and learning engagement of Grade 11 students in English of Sta. Cruz National High School, Division of Davao del Sur. This was carried out using descriptive correlational design. Stratified random sampling was employed in determining the samples which were taken as respondents of the study. The data were gathered using descriptive statistics such as frequency distribution and mean. T-test, Analysis of Variance were used to determine the oral communication proficiency of students when analyzed according to gender, family income and track. The Pearson r was used to determine the relationship of oral communication proficiency of students and learning engagement.

Results indicated that majority of the students were femalewho composed 61.9% of the respondents while male comprised the 38.1%. Over half (52.5%) of the students' family monthly income were in the income range of P 5,000 and below followed by P5,001 to P15,000 (32.6%), P15,001 to P25,000 (6.1%), above P35,000 (5.5%), and P25,001 to P35,000 (3.3%). Majority (55.2%) of Grade 11 students were enrolled in Technical-Vocational and Livelihood Track and 44.8% of them were enrolled in Academic Track.

Results yielded that the oral communication proficiency of students in English in terms of verbal skills (4.09) and non-verbal skills (3.98) were

very good. On the other hand, the learning engagement of students in English in terms of affective engagement (4.4), behavioral engagement (3.8), and cognitive engagement (4.1) were high.

Consequently, there was a significant difference on the oral communication proficiency of Grade 11 students when analyzed according to gender, family's income, and track. Finally, results revealed that there was significant relationship between oral communication proficiency and learning engagement of students in learning English.

Conclusion

Based on the findings, the researcher came up with the following conclusions:

1. There was a significant difference on the oral communication proficiency of Grade 11 students when analyzed according to gender, family's income, and track.

2. There was significant relationship between oral communication proficiency and learning engagement of students in English.

Recommendations

The following are the recommendations of the researcher based on the results of the study:

1. The DepEd Officials may enhance the oral communication of teachers by conducting trainings, seminars and workshops focusing in oral communication since teachers are the primary source of knowledge and skills of students.

2. The School Heads may adopt the intervention program presented by the researcher to improve the effectiveness of teachers in teaching oral communication in order for them to effectively transfer their knowledge in oral communication towards their students.

3. English Coordinators may continue to monitor the proficiency of students in oral communication as well as the efficiency of teachers to teach the language subject through monitoring and appropriate coaching and mentoring.

4. The Teachers may participate in the intervention program designed by the researcher to hone and enrich their teaching skills and oral communication skills to better facilitate learning in oral communication to attain excellent student outcomes.

5. The students may suggest appealing and interesting strategies, techniques, and approaches that can be utilized by teachers in teaching oral communication and they may subject themselves further to oral communication proficiency assessment.

6.   Other Researchers may replicate the study into to other grade levels to validate the result of this study.

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Appendix 1. Letter Requesting for SDS Permission

Southern Philippines Agri-Business and Marine
And Aquatic School of Technology
Graduate School Department
Matti, Digos City

March 2017

REYNALDO B. MELLORIDA, CESO VI
Schools Division Superintendent
Division of Davao del Sur
Digos City

Thru: **Raquel J. Carbos**
Senior Education Program Specialist
Planning and Research Unit - SGOD

Dear Sir:

The undersigned is presently working on her thesis study entitled "Oral Communication Proficiency and Learning Engagement of Grade 11 Students in English". This is a partial fulfillment of the requirements for the degree Master of Arts in Education major in Language Teaching.

In line with this, the researcher would like to ask permission from your good office to allow her to generate the data necessary for the accomplishment of the said study.

Your positive response is highly appreciated. Thank you and more power.

Yours Sincerely,

Glaiza Mae G. Palmero
Researcher

Noted:

Dr. Amelie T. Bello
Adviser

Appendix 2. Letter Requesting for Principal's Permission

Southern Philippines Agri-Business and Marine
And Aquatic School of Technology
Graduate School Department
Matti, Digos City

March 2017

NESTOR R. AMOROSO
Principal II
Sta. Cruz National High School
Zone III, Sta. Cruz
Davao del Sur

Dear Sir:

The undersigned is presently working on her thesis study entitled 'Oral Communication Proficiency and Learning Engagement of Grade 11 Students in English'. This is a partial fulfillment of the requirements for the

degree Master of Arts in Education major in Language Teaching.

In line with this, the researcher would like to ask permission from your good office to allow her to generate the data necessary for the accomplishment for the said study.

Your positive response is highly appreciated. Thank you and more power.

Yours Sincerely,

Glaiza Mae G. Palmero
Researcher

Noted:

Dr. Amelie T. Bello
Adviser

Appendix 3. Research Instrument

Part I. Profile of Student

Name: _____

Gender: _____ Male _____ Female

Family's Monthly Income: _____ 5,000 and below
_____ 5,001 – 15,000
_____ 15,001 – 25,000
_____ 25,001 – 35, 000
_____ 35,000 above

Track and Specialization: _____

Part II. Level of Oral Communication Proficiency

Check the rate that corresponds to the level of speaker's oral communication skill.

Rating	Descriptive Equivalent	Interpretation
5	Very Great Extent	This indicates that the speaker's oral communication proficiency is

excellent.

4	Great Extent	This indicates that the speaker's oral communication proficiency is very good.
3	Some Extent	This indicates that the speaker's oral communication proficiency is good.
2	Little Extent	This indicates that the speaker's oral communication proficiency is poor.
1	Not at All	This indicates that the speaker's oral communication proficiency is very poor.

Verbal Skills

Indicators	VGE 5	GE 4	SE 3	LE 2	N 1
Speech style is conversational.					
Fillers are avoided.					
Volume is well-adjusted to audience size.					
Rate or speed of speaking is varied.					
Voice is modulated.					
Pauses are effectively used.					
Words are pronounced and enunciated well.					

Non - Verbal Skills

Indicators	VGE 5	GE 4	SE 3	LE 2	N 1
Eye contact is effectively used.					
Speaker is prepared and confident.					
Distracting movements or mannerisms are avoided.					
Facial expressions are appropriate to the message.					
Mastery of the speech is evident.					

Part III. Level of Learning Engagement of Students
Students Engagement in School Questionnaire (SESQ)
(Hart et al., 2011)

Read the statements relative to your engagement in English class and check the box that best corresponds your answer.

Rating	Descriptive Equivalent	Interpretation
5	Strongly Agree	This indicates that the level of learning engagement of the student in English is very high.
4	Agree	This indicates that the level of learning engagement of the student in English is high.
3	Neutral	This indicates that the level of learning engagement of the student in English is neither high nor low.
2	Disagree	This indicates that the level of learning engagement of the student in English is low.
1	Strongly Disagree	This indicates that the level of learning engagement of the student in English is very low.

Affective Engagement

Statements	5	4	3	2	1
1. I am very interested in learning.					
2. I think what we are learning in school is interesting.					
3. I like what I am learning in school.					
4. I enjoy learning new things in class.					
5. I think learning is interesting.					
6. I like my school.					

	5	4	3	2	1
7. I am proud to be at this school.					
8. Most mornings, I look forward to going to school.					
9. I am happy to be at this school.					
Total					

Behavioral Engagement

Statements	5	4	3	2	1
1. I try hard to do well in school.					
2. In class, I work as hard as I can.					
3. When I'm in class, I participate in class activities.					
4. I pay attention in class.					
5. When I'm in class, I just act like I'm working.					
6. In school, I do just enough to get by.					
7. When I'm in class, my mind wanders.					
8. If I have trouble understanding a problem, I go over it again until I understand it.					
9. When I run into a difficult homework or problem, I keep working at it until I think I've solved it.					
10. I am an active participant of school activities such as sport day and school picnic.					
11. I volunteer to help with school activities such as sport day and parent day.					
12. I take an active role in extracurricular activities in my school.					
Total					

Cognitive Engagement

Statements	5	4	3	2	1
1. When I study, I try to understand the material better by relating it to things I already know.					
2. When I study, I figure out how the information might be useful in the real world.					
3. When learning new information, I try to put					

the ideas in my own words.					
4. When I study, I try to connect what I am learning with my own experiences.					
5. I make up my own examples to help me understand the important concepts I learn from school.					
6. When learning things for school, I try to see how they fit together with other things I already know.					
7. When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.					
8. I try to see the similarities and differences between things I am learning for school and things I know already.					
9. I try to understand how the things I learn in school fit together with each other.					
10. I try to match what I already know with things I am trying to learn for school.					
11. I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.					
12. When studying, I try to combine different pieces of information from course material in new ways.					
Total					

Appendix 4. Oral Communication Activity

I Am a Filipino
By Carlos P. Romulo

I Am a Filipino, Romulo's most famous literary work, and sheds light on national identity through an examination of the Filipino's fervent dream for freedom from colonial rule. Frequently chosen by aspiring speakers for elocution contests and memorized by grade-school students all over the country, the piece awakens Filipino nationalism, transcending linguistic and ethnic boundaries, and resonating in the hearts of people from all walks of life.

I Am a Filipino first appeared in The Philippines Herald in August 1941, only one month before Romulo wrote the first of a series of eight articles that won him the 1942 Pulitzer Prize for journalism. The essay takes the Filipino reader on a quick walk through history–from his Malayan roots to the battles once fought by heroes–building momentum until the piece reaches its climax: "I am a Filipino born of freedom and I shall not rest until freedom shall have been added unto my inheritance–for myself and my children and my children's children–forever."

I am a Filipino–inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task–the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope–hope in the free abundance of new land that was to

be their home and their children's forever.

This is the land they sought and found. Every inch of shore that their eyes first set upon, every hill and mountain that beckoned to them with a green-and-purple invitation, every mile of rolling plain that their view encompassed, every river and lake that promised a plentiful living and the fruitfulness of commerce, is a hallowed spot to me.

By the strength of their hearts and hands, by every right of law, human and divine, this land and all the appurtenances thereof–the black and fertile soil, the seas and lakes and rivers teeming with fish, the forests with their inexhaustible wealth in wild life and timber, the mountains with their bowels swollen with minerals–the whole of this rich and happy land has been, for centuries without number, the land of my fathers. This land I received in trust from them and in trust will pass it to my children, and so on until the world is no more.

I am a Filipino. In my blood runs the immortal seed of heroes–seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land that nerved Lakandula in the combat against the alien foe that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

That seed is immortal. It is the self-same seed that flowered in the heart of Jose Rizal that morning in Bagumbayan when a volley of shots put an end to all that was mortal of him and made his spirit deathless forever, the same that flowered in the hearts of Bonifacio in Balintawak, of Gergorio del Pilar at Tirad Pass, of Antonio Luna at Calumpit; that bloomed in flowers of frustration in the sad heart of Emilio Aguinaldo at Palanan, and yet burst forth royally again in the proud heart of Manuel L. Quezon when he stood at last on the threshold of ancient Malacañan Palace, in the symbolic act of possession and racial vindication.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start

moving where destiny awaits.

For I, too, am of the West, and the vigorous peoples of the West have destroyed forever the peace and quiet that once were ours. I can no longer live, a being apart from those whose world now trembles to the roar of bomb and cannon-shot. I cannot say of a matter of universal life-and-death, of freedom and slavery for all mankind, that it concerns me not. For no man and no nation is an island, but a part of the main, there is no longer any East and West–only individuals and nations making those momentous choices which are the hinges upon which history resolves.

At the vanguard of progress in this part of the world I stand–a forlorn figure in the eyes of some, but not one defeated and lost. For, through the thick, interlacing branches of habit and custom above me, I have seen the light of the sun, and I know that it is good. I have seen the light of justice and equality and freedom, my heart has been lifted by the vision of democracy, and I shall not rest until my land and my people shall have been blessed by these, beyond the power of any man or nation to subvert or destroy.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

Land of the morning,
    Child of the sun returning–
Ne'er shall invaders
    Trample thy sacred shore.

Out of the lush green of these seven thousand isles, out of the heartstrings of sixteen million people all vibrating to one song, I shall weave the mighty fabric of my pledge. Out of the songs of the farmers at sunrise when they go to labor in the fields, out of the sweat of the hard-bitten pioneers in Mal-lig and Koronadal, out of the silent endurance of stevedores at the piers and the ominous grumbling of peasants in Pampanga, out of the first cries of babies newly born and the lullabies that mothers sing, out of the crashing of gears and the whine of turbines in the factories, out of the crunch of plough-shares upturning the earth, out of the limitless patience of teachers in the classrooms and doctors in the clinics, out of the tramp of soldiers marching, I shall make the pattern of my pledge:

"I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children

and my children's children—forever."

I See Something
By Dananjaya Hettiarachchi

You and I are not very different from this flower. Just like this flower is unique, you are unique. All of us have something special that makes us as beautiful. Do you know what makes you special?

Now the answer to that can be a little difficult of find, because sometimes life has a cruel way of picking out your petals, breaking you in two and throwing you into the trash. Now when you're broken, it's very difficult to feel special.

Mr. Contest Chair, my fellow flowers. I can remember the first time I broke. I was seventeen years old. I had already flunked high school and managed to get myself arrested. Now, I wasn't afraid of the cops, but there was one person I was very afraid of and that was my mama. Raise your hand if you had an emotional mother. Let me see. Put them all together you get my mama. I can hear her scream outside the police station. Even the cops were afraid. She came up to me, held the iron bars, looked into my eyes and I saw a tear coming down her face.

Now I've seen my mama crying before, but mothers cry three types of tear: tears of joy, tears of sorrow and tears of shame. And when a son sees a mother cry tears of shame, that's a life changing moment. She looked at me and said "son, I want to be a better man". That night when I drove home my dad was waiting for me at home. Now my dad is a cool dad. Raise your hand if you have a cool dad. Put them all together you get my dad. My dad came up to me and said "son it's okay. You flunked your exams. You already got arrested. That's fine. You get that from your mother side. I want you to start working immediately". And I said, okay.

So my dad took me to meet one his friends called Sam. Now, Sam was an accountant who had an accounting firm and had generously decided to make me his personal assistant and there he was. He looked like a teddy bear, but this man was special. I looked at him and he looked at me and then he said the most amazing thing. He said "son, I see something in you, but I don't know what it is. If you decide to work with me, I can help you find that something". And I was like, wow, that's the first time in my whole life somebody has ever told they see something in me and I started working for Sam. And everyday after work he used to tell me stories about the world, about history, about culture, about philosophy and it was much more interesting than what I learned in school. And I discovered I can dream and I started dreaming, ladies and gentleman. After one year I went back into high school, completed my

exams and went into college.

After successfully completing college I found a great girl, but not a job. I didn't know what I wanted to do with my life. Have you ever had that problem? And when you're lost it's difficult to feel special. So I went back to my cool dad and I said "dad, I feel lost". He said, "you are like your mother." So my dad introduced me to this strange club that had a strange name, with strange people – talking.

On the first meeting they told me to do something called a table topic. I aced it! But while I was speaking I see a strange man seated in the back row, humble, simple, the unfailing quality of kindness in his eyes. As soon I finished he walked up to me, looked me dead straight in the eye and said, "son, I see something in you, but I don't know what it is. If you come here twice a month maybe we can find that something."

And ladies and gentlemen, I discovered I could speak and I love speaking and that led me to become a teacher. I know what it's like to not have enough money in your bank account. I know what it's like to worry when the bills start coming in. And sometimes in the middle of the night I wake up my beautiful wife and ask her "honey, why did you marry me?" She says, "I saw something in you, but I still I don't know what it is?"

Ladies and gentleman today I'm a dreamer, I'm a speaker and I learned the unfailing quality of unconditional love from my wife.

I was broken and I've been broken, lost and broke many times in my life, but the people in my life were able to reach into the trash can and make me whole again. If it was up to me, I would have never been able to do that. And this is why if you have great people in your life no matter how broke, how lost or how broken you become they can piece you back together.

Ladies and gentleman, when I look at you I see something in you, but I don't know what it is? Over to you.

Grow And Be Like The Molave
by Manuel Luis quezon

National strength can only be built on character. A nation is nothing more or less than its citizenry. It is the people that make up a nation and, therefore a nation cannot be stronger than its component parts. Their weakness is its failings, their strength its power. Show me a people composed of vigorous, sturdy individuals of men and women healthy in mind and body, courteous, brave, industrious, self-reliant, and purposeful in thoughts as well as in actions, imbued with sound patriotism and a profound sense of righteousness, with high social ideals and strong moral

fibers-and I will show you a great nation that will not be submerged. A nation that will emerge victorious from trials and bitter strifes of a destructed world. A nation that will live forever, sharing the common task and advancing the welfare and promoting the happiness of mankind. The upward climb of mankind has been universal. In the human landscape, there are peaks and valleys, and deep chasms. Generally, there is a need for potent social upheavals, volcanic in proportions, to raise the lower levels to grow at heights. The battle for existence and the survival of the fittest has ever the rule of life, in nature and among men. It is a heroic task to awaken and apply these faculties so that our people should become what rightly they should be: morally virile, refined, persevering, public-spirited. I want our people to grow and be like the molave, strong and resilient, unafraid of the raging flood, the lightning or the storm, confident of its own strength. We are Orientals. Orientals are known for their passivity and placidity. In the world of humanity, we look upon a quiet lake from which adventures and enterprising may reap enjoyment and gain. I refuse to allow Filipinos to be so regarded. We shall be a flowing stream, a rippling brook, a deep and roaring torrent full of life, of hope, of faith and of strength. Through self-discipline, we shall harness all our energies so that our power spreading over the length and breadth of this land will develop its resources, advance its culture, promote social justice and secure happiness and contentment to all the people under the aegis of liberty and peace.

Appendix 5. Curriculum Vitae

Personal Data

Name: Glaiza Mae G. Palmero
Address: Gemville, Guihing, Hagonoy, Davao del Sur
Date of Birth: July 05, 1985
Place of Birth: Santa Cruz, Davao del Sur
Civil Status: Married
Religion: Roman Catholic
Name of Spouse: Jhoy A. Palmero
Father: Fortunato S. Geralde
Mother: Gemma T. Sollano

EDUCATIONAL BACKGROUND

Elementary: Sta. Cruz Central Elementary School
Sta. Cruz, Davao del Sur
1992-1998

High School: Sta. Cruz National High School
Sta. Cruz, Davao del Sur
1998-2002

College: Southeastern College
Padada, Davao del Sur
2007-2009

University of Southeastern Philippines
Davao City
2002-2005

WORK EXPERIENCE

2016 – Present Sta. Cruz Senior High School
Sta. Cruz, Davao del Sur
English Teacher

2013-2016   Sta. Cruz National High School
            Sta. Cruz, Davao del Sur
            English Teacher

2012-2013   Federico Yap National High School
            Astorga, Sta. Cruz, Davao del Sur
            English Teacher

2011-2012   Southeastern College
            Padada, Davao del Sur
            English Instructor

2009-2011   Sutherland Global Services
            Davao City
            Customer Service Representative