

**"English Language Proficiency and Academic Performance
Among Grade 11 students in UM Panabo College"**

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Panabo City

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ACCEPTANCE SHEET

This thesis entitled "**ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE**" prepared and submitted by **Jyle B. Dionson, Herlyn Joy Pelipas, and Novie May Pontejos** in compliance with the requirements in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.




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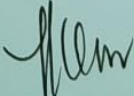

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ABSTRACT

The researchers aimed to determine the relationship between English language proficiency and academic performance among grade 11 randomly selected junior high school students of UM Panabo College. The independent variable in the study is the English language proficiency. The indicators of English language proficiency are the student's level in grammar, vocabulary, and reading comprehension. On the other hand, the dependent variable of this study is the academic performance of the students. The indicators of academic performance are the student's reported grades in first quarter in the subjects English, Science, and Mathematics. The researchers used a quantitative non-experimental correlation method, and statistical tools used were, Mean and Pearson Product Moment Correlation Coefficient (ρ). The r -value is 0.708** associated with p -value of 0.000. Hence, the null hypothesis was rejected. It implies that there is a significant relationship between English language proficiency and academic performance.

Keywords: *English Language Proficiency, and Academic Performance*

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-The Researchers-

DEDICATION

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. -Jyle

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-Herlyn Joy

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TABLE OF CONTENTS

Title Page	i
Acceptance Sheet	ii
Approval and Endorsement Sheet	iii
Abstract	iv
Acknowledgment	v
Dedication	vi
Table of Contents	vii
List of Tables	ix
List of Figure	x

Chapter	Page
1 THE PROBLEM AND IT'S SETTING	
Background of the Study	1
Statement of the Problem	3
Hypothesis	3
Theoretical Framework	4
Conceptual Framework	5
Significance of the Study	6
Definition of Terms	6
2 REVIEW OF RELATED LITERATURE	
3 METHOD	
Research Design	18
Research Subject	18
Research Instrument	19
Data Gathering Procedure	23

Statistical Treatment Data	24
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4 PRESENTATION AND ANALYSIS OF FINDINGS

Level of English Language Proficiency	25
Level of Academic Performance	29
Significant relationship between English Language proficiency and Academic Performance	32

5 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings	35
Conclusions	35
Recommendations	36

REFERENCES

APPENDICES

Appendix A	Letter of Permission to Conduct the study
Appendix B	Letter for Validation
Appendix C	Questionnaire Validation Sheet
Appendix D	Survey Questionnaire
Appendix E	Grammarly Certificate
Appendix F	Certificate of Appearance

CURRICULUM VITAE

LIST OF TABLES

Table		Page
1	Level of English Language Proficiency	26
2	Level of Academic Performance	30
3	Significant Relationship between English Language Proficiency and Academic Performance	33

LIST OF FIGURES

Figure	Page
1 Conceptual Paradigm Showing the Variables of the Study	5

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The student's academic success is an important aspect of schooling. Academic achievement also impacts whether an academic institution succeeds or fails. It is also believed that a student's academic achievement is strongly linked to their command in the English language. English language proficiency (ELP) is considered a predictor of the learner's ability to utilize English communication and academic endeavor. Thus, being proficient in English is a critical factor in determining the student's future academic success. However, the concerns of the students in the educational situation, particularly in academic performance, continued to decline. It has been identified as one of the challenges that students are facing.

In Nigeria, the poor academic performance of the students in the English language at specific examinations is explained as a significant cause of the continuous decrease in academic achievement and standard of education. Maleki and Zangani (2007) observed that students in Nigeria are on edge in fully understanding the contents and concepts of particular curriculum subjects taught in the English language, which seems to be one of the most severe problems students encounter in their academics.

In the Philippines, English is considered an essential language for it is used primarily in education, business, and science. As stated in the report published by Business English Index (BEI), the country was recognized as the world's best country proficient in business English for two following years. In 2012, the Philippines gained a score above 7.0, which indicates that the country is within the range of high proficiency; thus, there is a capability to lead business discussions and perform complex tasks. Followed by 2013, the Philippines improved their score, earning 7.95, higher than the prior year. But, different studies find out that the quality of education in the Philippines is ceaselessly decreasing. This conception is from the outcome of the achievement test and board examinations. According to the Professional Regulatory Commission or (PRC), board examination passers in all areas of academic work continue to decline. Another critical reason for this problem is the poor academic performance in the levels of elementary and secondary ("Philippines: World's best country in Business English," 2014).

In Panabo City, researchers noticed that the students' poor performance in academics may have something to do with their English language skills. The researchers observe that in a particular classroom setting, students performing less in academics mostly have uncertainty in utilizing and using the English language. There are also factors that some students are on edge, such as oral recitations, reporting, comprehension, communication, and engagement in a particular class discussion.

Based on the existing issues and problems on academic performance, the researchers would like to find out if English language proficiency affects the academic performance of the grade 11 students at UM Panabo College.

Statement of the Problem

The study aimed to determine the level of English language proficiency among the grade 11 students of UM Panabo College.

Specifically, it sought the answers to the following questions:

1. What is the level of the grade 11 student's English language proficiency in terms of:
 - 1.1 grammar;
 - 1.2 vocabulary; and
 - 1.3 reading comprehension?
2. What is the level of grade 11 student's academic performance in terms of grades?
3. Is there a significant relationship between the grade 11 student's English language proficiency and academic performance?

Hypothesis of the study:

The null hypothesis of this study is tested at 0.05 level states that there is no significant relationship between the learners' levels of English language proficiency and academic performance.

Theoretical and conceptual framework:

Presented is the theoretical and conceptual framework with the theory supporting both variables of English language proficiency and student's academic performance.

This study is anchored in the theory of second language acquisition by (Cummins, 1979) who stated that there is a relationship between a learner's language proficiency and academic performance. It is also accepted by the study of (J.K. Aina et al., 2013), which found out that student's English language proficiency is significantly associated with their academic achievement.

Grammar, vocabulary, and reading comprehension tests assessed English Language Proficiency (Racca and Lasaten, 2016). Student's academic performance might be gauged by their reported grades in Science, Mathematics, and English subjects (J.K. Aina et al., 2013). Academic areas such as Science, Mathematics, and English frequently demand the use of language functions. Language functions are essential in critical and analytical thinking, which is essential in science and mathematics. Students' thoughts can be more productive if they are proficient in linguistic functions. As a result, the greater their command of the English language, the more likely they are to excel in their academic disciplines.

Depicted in the figure below is the study's independent variable, the English language proficiency level. Grammar, vocabulary, and reading comprehension are the main topics. Grammar refers to the principles that regulate the sounds, words, sentences, and other parts of the language and how they are combined and interpreted. On the other hand, vocabulary is defined as all of a person's words that they know and use. And, reading comprehension is the ability to comprehend and interpret what is read. The dependent variable is the academic performance, indicated with grades of the 1st quarter, 1st term in English, Maths, and Science courses.

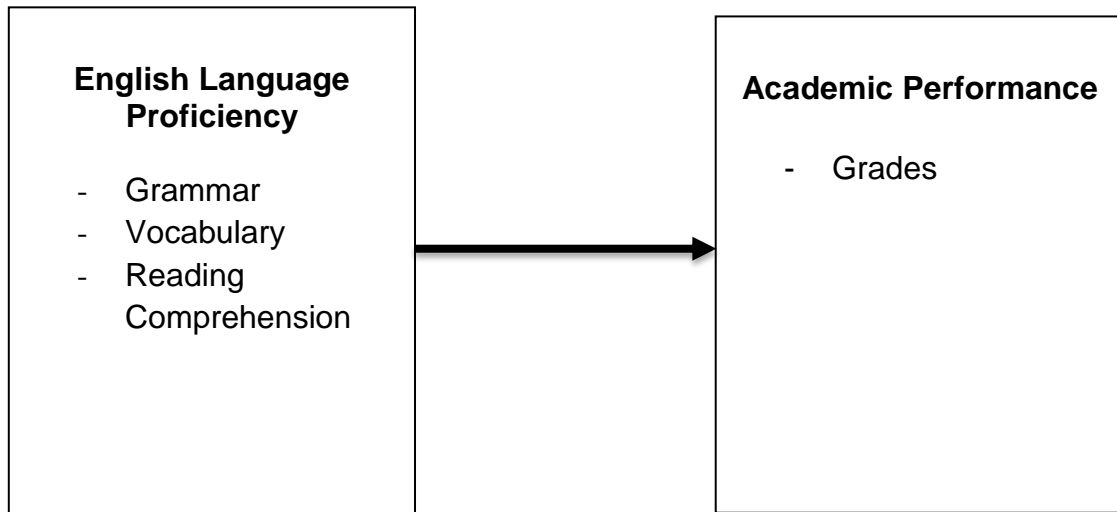
INDEPENDENT VARIABLE**DEPENDENT VARIABLE**

Figure 1. Conceptual Paradigm Showing the Variables of the study

Significance of Study

The findings of this study could provide data and information that would be beneficial among the following:

School Administrator. The data of this study will be made as a premise for the administrators in executing programs and exercises in honing student's academic performance.

Teachers. The data of this study will serve as guide for the teachers to strengthen the idea of managing the class.

Students. This study will help students recognize their level of language proficiency and how this proficiency affects their academic performance. This will guide them to develop such proficiency that they can surely apply to improve their academic performance.

Future Researchers. This study will offer assistance for future researchers in creating inquire related to this study. It would also serve as their guide and reference as they go through in conducting their future research related to this study.

Definition of Terms

The following terms are defined for a better understanding of the study:

English Language Proficiency – It is defined as the capacity of a person to complete the task using the English language and is characterized as English language proficiency (Wida, 2014). It also refers to a department-determined assessment of a student's ability to use academic English to make and express meaning in spoken and written settings.

It pertains to grammar, vocabulary, and reading comprehension in this study.

Academic Performance - is defined as the measure of a student's, teacher's, an institution's success in achieving their educational objectives (Annie, 1996). It also refers to presenting performance results that show how far a person has succeeded in attaining specified goals that were the focus of activities in instructional environments, particularly in education. In the study, this refers to the grades of the grade 11 students. It refers to the grades of grade 11 students in the study.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature anchored to the study of English proficiency and academic performance.

English Language Proficiency

While completing a program of study, English language competency is defined as the capacity of learners to utilize English to understand and communicate in spoken and written contexts. Nowadays, English is a widely acknowledged and used language all over the world. According to (Jeratin Vency 2013), the English language has evolved into more than just a medium for global communication; it is now employed in a wide range of fields worldwide. English is an essential language to learn. It is regarded as the universal language and the second most widely spoken native tongue. According to the United Nations, English is the official language of 70 countries worldwide, and English-speaking countries account for over 40% of global GNP (English as a Universal Language). As a result, many people, particularly students, are encouraged to learn English.

The study of (Williams, N, 2012) stated that investigates the use of English language proficiency to predict the English learner (EL) student's academic achievement in the future. According to their findings, one's English language ability is the most crucial element in predicting academic success in the future.

A person who cannot speak English, for example, may be unable to access the world's known scientific and technological breakthroughs, which are primarily documented in English. As a result, students must be fluent in English to grasp concepts in Technology, Science, and Mathematics (D. Fakeye and Y. Ogunsiji, 2009).

However, according to research findings from throughout the world, students can be disadvantaged in their performance at school, college, and university due to their inadequate command of the English language. As a result, several academics have looked into the effects of English language proficiency on student academic achievement. For example, (Suleiman 1983) claims that Arab students' advancement at university is hampered by their lack of command of the four language skills: listening, speaking, reading, and writing.

Filipinos in the Philippines regard English as an essential language for use as a medium of teaching and have adopted it as a second language. (Borlongan, 2017) underlined that Filipinos' widespread usage of the language is regarded as one of the most significant linguistic milestones in history. Today, the Philippines is one of the largest English-speaking countries globally, with English being used extensively in education, commerce, and science. However, among non-native English speakers, the demand to be skilled in English has become a global phenomenon. Grammar, vocabulary, and reading comprehension are all indicators of English Language Proficiency in this study.

Grammar. It refers to the ordered structure of a language that might be considered. The study of those structures could be regarded as different types of grammar, such as classical grammar, formal grammar, and functional grammar. There is no clear definition of grammar. Grammar serves two goals; according to (Celce-Murcia, M. and Larsen-Freeman, D., 1999) namely structure and communicative use. Their purpose is based on three levels such as "morphological level," "syntactic level," and "discourse level," all of which revolve around the sentence feature as English's basic unit of meaning. (Thornbury, 1999), describes grammar as having four levels: "word, text, sentence, and sound." He displays language's two primary functions: "representational" and "interpersonal." The two goals are described as "reflecting the world as we see it" and "influencing how things happen in the world," respectively. These two studies have two different goals, each with another rationale.

His research (Halliday, 1994) favors the word "lexicogrammar" because it encompasses language syntax and vocabulary. In their definitions, these creators all appear to be similar; in any event, they don't work from a shared defined explanation. The following is an explanation from the Australian curriculum (ACARA, 2009): "Grammar refers to both the language we use and the description of language as a system. At the level of the word, the phrase, and the text, both structure (syntax) and meaning (semantics) are considered when describing language."

In the study of Hornby (2000), grammar has one rule in a language for changing the form of words and joining them into sentences"; "2 a person's

knowledge and use of a language"; "3 a book containing a description of the rules of a language"; and "4 a particular theory intended to explain the rules of a language or language in general". From the four definitions, definitions one and four are essential to take into account, as "grammar" is primarily apprehended either as rules, they are governing language or linguistics, which include theories describing those rules. "Linguistics" is deeply defined as "the scientific study of language" (Hornby, 2000, p. 781). The Webster (American) and Macquarie (Australian) dictionaries both backs up the Oxford (British) dictionary's explanation. The first and fourth definitions of Hornby provide an excellent foundation for this inquiry.

Vocabulary. It is easier to learn a language if you have a good speech. It aids in the development of reading abilities and aids in the comprehension of content. There are four identified stages in learning vocabulary: discrimination, understanding, remembering, consolidation, and extension of meaning. The discrimination stage is the first step, and it involves discriminating between sound and text. It helps students improve their speaking, writing, reading, and listening skills by allowing them to distinguish between sound and text. This will enable them to pronounce words correctly and comprehend the content of the material they hear or read.

Understanding meaning is the second stage, which entails examining the text's concepts and linking them to their referent. The remembering stage is the third stage, and it consists of the ability to recollect the meaning of a word or sentence. However, mastering vocabulary is sometimes a difficult

task for students. The languages are productive because they develop and add new terms to their vocabulary supply regularly. (Oxford, 1990) claims that when learning vocabulary, no rules are observed as they are when learning grammar. Students are likely to come across hundreds of terms that they must memorize and practice during their studies.

In his research (Altyari, 2017), he looked at Saudi students with low linguistic performance in English, reflecting their lack of vocabulary knowledge. His analysis identified two variables that lead to Saudi pupils' inadequate vocabulary knowledge and lexical inadequacy in public school. The first poor use of vocabulary strategies demonstrates that participants rely solely on a bilingual dictionary and other classmates for word definitions. Second, there is a lack of recycling of vocabulary items and an overall presentation of vocabulary knowledge.

Furthermore, (Rohmtillah 2017) investigated the obstacles pupils have when learning the English language. He outlined issues such as mispronunciation and spelling words, in which written and spoken words did not always match, the complexity of vocabulary knowledge in determining the correct meaning of a word, a lack of grammar understanding, and an overwhelming quantity of words children must learn. According to his findings, these factors can help people understand different levels of language. Pronunciation issues are linked to the English sound system, inflections and word forms are related to the morphological approach, word connections like collocations and phrasal verbs are connected to semantics,

and word categories are related to syntax. (Khan, 2011), also identifies the lexical areas in which Saudi target language students struggle. Learning the meanings of vocabulary words, spelling, employing synonyms, prefixes, and suffixes are examples of these topics.

Reading Comprehension. Reading will always be essential. Furthermore, reading with perception is the primary defense for why we read, as it allows us to comprehend the text (Lastrella, 2010). Reading comprehension is a perplexing balancing act of perceiving printed visuals while also understanding the significance of the images (Dennis, 2011).

Individuals who can comprehend a book, on the other hand, cannot only live safely and profitably but also continue to grow socially, authentically, and mentally. Furthermore, reading is an essential language skill for learners. They must prepare themselves for the demands that reading at school and society places on them since they rely on a never-ending flow of facts. In many schools and institutions, reading has also been a part of the passage test. However, there are times when pupils fail the test due to a lack of comprehension (Yale and Estrella, 2011).

Furthermore, the findings of (Kelcey 2010) suggest that schools should be linked to differences in instructor information. By opposing instructors and comparing individual and school foundations, researchers discovered that deliberate information is inextricably linked to students' reading comprehension achievement.

Academic Performance

Academic performance is defined as the outcome of education; it also refers to the extent to which students, instructors, and institutions have met their educational goals. Performance is measured by how well students do on examinations relevant to their education and how well they do on various evaluations (Kyoshaba, 2009).

Language proficiency in English is highly associated with pupils' academic achievement, according to (J.K. Aina et al., 2013). Language functions are frequently used in academic areas such as Science, Mathematics, and English. Language functions are essential in critical and analytical thinking, which is essential in science and mathematics. Students' thoughts can be more productive if they are proficient in more linguistic functions. As a result, the greater their command of the English language, the more likely they are to excel in their academic disciplines.

Furthermore, the Department of Education (DepEd) states that students' proficiency in Science and Mathematics is linked to their English language fluency. The majority of the students had not fully grasped the various mathematical study areas. All of these abilities necessitate an understanding of the English language. On the other hand, science was ranked fifth with only 56.87 percentile rank, according to the data. The learners' comprehension and analytical skills were required to answer the questions. As a result of these thoughts and understandings, English has something to do with the learners' abilities (National Statistics Coordination Board, 2006). English is unquestionably invaluable as a tool for

comprehension, analysis, assessment, and interpretation of results in many topics in the sciences and mathematics.

According to the findings of (Javier, 2001) pupils no longer possess mastery in all fields of science. These skills include everything from interpreting and analyzing scientific data to explaining and proving ideas and laws and the capacity to solve scientific issues and refute or validate theories. On the other hand, students in mathematics are on edge when it comes to solving problems or interpreting and evaluating data. They also have difficulty managing numbers and solving equations. As a result, they have inadequate analytical, critical, and problem-solving abilities.

As a result, (Javier 2001) finds that students' difficulties in English are to blame for their shortcomings in Science and Mathematics subjects. According to his findings, the pupils had trouble making inferences and interpretations of information, deducing meaning, drawing conclusions, and summarizing ideas in English. This is due to a comprehension issue; the children do not fully comprehend what they are reading. They are not improving their linguistic skills. They have difficulty expressing themselves verbally and in writing. Without a doubt, English skills are considered prerequisites for acquiring topics in Science and Mathematics.

Grades. Academic performance refers to students' ability to complete their tasks and studies (Scottt, 2012). Students' grades are thought to be the best predictor of academic performance. Grades are described as a student's "score" for specific classes and the entire semester.

Students' grades are calculated using the average of their assignments, activities, outputs, and test results—factors such as class attendance and the instructor's perception of a particular student impact grades. Different grading systems exist in other countries and schools. However, the most frequent grading scales are percentage form (1-100), lettering systems A-F, and GPA available grade point averages of 0-4.0 or higher.

The "hook" that draws students and parents into contact is their grades. Students have a right to know how well or poorly they are performing in class. Another crucial point to remember is that parents must be informed as well. According to the authors, providing this "window" into the workings of the school not only helps kids achieve more but also keeps them and their parents engaged in the school environment (Cameron, 2011). On the other hand, grading systems differ in concept and practice from country to country, and the translation of international grades into national grades is a key challenge.

Existing grading methods in an educational setting can considerably frame students' professional development (Miller 2009). The goal of the grading system is to assess a student's performance and achieve predetermined learning objectives. It will assist students in recognizing their role in the development of necessary competencies. A traditional grade assigns a letter grade to pupils based on their degree of success, motivating students and indicating their readiness for a particular field of study.

Some concepts in academic learning are complex for pupils to grasp and comprehend. Instead of getting furious with kids who cannot earn the

required grades, instructors and guardians can aid. They should motivate kids and encourage them to perform well in the future.

They must be aware of the student's faults and inadequacies and provide support and assistance. When students identify areas in which they have difficulty learning, teachers should review the ideas, set class and homework tasks, and ensure that they comprehend the concept (Srinivas, 2016).

Chapter 3

METHOD

This chapter focused on the methodology used in the study, and it covers the research design, research subjects, research instruments, data gathering procedures, and statistical treatment of data.

Research Design

This study used the descriptive correlation method of research in investigating the problem. This method gathers data, ideas, and facts, and relationships of different variables exist. McCombes, (2019), said that the correlational research design is defined as one that evaluates a relationship between two variables without the researcher manipulating either of them. It aims to determine whether there is either a positive correlation, negative correlation, or zero correlation. Data on English proficiency and academic performance is gathered in a quantitative description, and then their correlation coefficient is determined.

Research Subjects

The study respondents were the enrolled grade 11 ABM-1 and grade 11 HUMMS-1 students of Um Panabo College Senior High School department S.Y 2020-2021. The number of these students in total is 38 grade 11 students.

Distribution of the Respondents

Strand	No. of Respondents
Grade 11 HUMMS-1	15
Grade 11 ABM-1	23
Total	38

Research Instruments

Research instruments are measurement tools designed to obtain data on a topic of interest from research subjects. The instrument of the study is standardized by Racca and Lasaten (2016). It was modified by the researchers for the attainment of the purpose of the study. The panel members also validated the said instrument. It consists of 35 items, including grammar, 15 items, vocabulary ten items, and reading comprehension ten items. The academic performance is measured through the 1st quarter, 1st term grades in English, Math, and Science.

The scale below was used to determine the English language proficiency and academic performance of the grade 11 students.

The level of English language proficiency in terms of grammar is measured through the scale below:

Scores	Descriptive Equivalent	Interpretation
13-15	Very High	This indicates that the level of student's English language proficiency in terms of grammar is very satisfactory.
10-12	High	This indicates that the level of student's English language proficiency in terms of grammar is satisfactory.
7-9	Moderate	This indicates that the level of student's English language proficiency in terms of grammar is moderately satisfactory.
4-6	Low	This indicates that the level of student's English language proficiency in terms of grammar is less satisfactory.
0-3	Very Low	This indicates that the level of student's English language proficiency in terms of grammar is not satisfactory.

The level of English language proficiency in terms of vocabulary and reading comprehension is measured through the scale below:

Scores	Descriptive Equivalent	Interpretation
9-10	Very High	This indicates that the student's English language proficiency in terms of vocabulary and reading comprehension is very satisfactory.
7-8	High	This indicates that the student's English language proficiency in terms of vocabulary and reading comprehension is satisfactory.
5-6	Moderate	This indicates that the student's English language proficiency in terms of vocabulary and reading comprehension is moderately satisfactory.
3-4	Low	This indicates that the student's English language proficiency in terms of vocabulary and reading comprehension is less satisfactory.
0-2	Very Low	This indicates that the student's English language proficiency in terms of vocabulary and reading comprehension is not satisfactory.

The overall level of English language proficiency is measured through the scales below:

Scores	Descriptive Equivalent	Interpretation
29-35	Very High	This indicates that the overall level of student's English language proficiency is very satisfactory.
22-28	High	This indicates that the overall level of student's English language proficiency is satisfactory.
15-21	Moderate	This indicates that the overall level of student's English language proficiency is moderately satisfactory.
8-14	Low	This indicates that the overall level of student's English language proficiency is less satisfactory.
0-7	Very Low	This indicates that the overall level of student's English language proficiency is not satisfactory.

The level of the student's academic performance is measured on the following scale below:

Scale	Descriptive Equivalent	Interpretation
96-100	Very High	This indicates that the level of student's academic performance is very good.
91-95	High	This indicates that the level of student's academic performance is good.
86-90	Moderate	This indicates that the level of student's academic performance is fair.
81-85	Low	This indicates that the level of student's academic performance is poor.
75-80	Very Low	This indicates that the level of student's academic performance needs improvement.

Data Gathering Procedures

Quantitative research is defined as a measurement of attitude, behaviors, opinions, and other variables. It could be done by collecting countable data that identify statistical significance between dependent and independent variables. Furthermore, the researchers also took the following steps in gathering data:

Letter of Request for Validation. A letter and the modified questionnaire were forwarded to the panel members to check, evaluate and validate.

Letter of Request to conduct a Study. A letter was sent to the school director to ask permission to conduct the study.

Administration of the English Language Proficiency Test. The researchers administered the test through Google Forms to the grade 11 students of UM Panabo College.

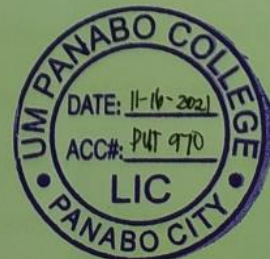
Collection of Responses and Scoring Data. After the administration was conducted, the data sheets were gathered and checked. Results were computed and tabulated.

Statistical Treatment of Data

The statistical tools used for the interpretation of the data were the following:

Mean. This is used to determine the level of English language proficiency and academic performance.

Pearson Product-Moment Correlation Coefficient. This is used to determine the relationship between English language proficiency and academic performance.



Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents the study results in answer to the question of Chapter 1, which is both tabular and textual form. The interpretation and analysis of data gathered are also presented with the corresponding implications supporting the analytical discussion.

The analysis and interpretation of data and findings of the investigation are discussed under three topics. The first is the English language proficiency level with three indicators; grammar, vocabulary, and reading comprehension. Second is the level of academic performance in terms of their 1st quarter, 1st term grades in English, Math, and Science. The third is the significant relationship between English language proficiency and academic performance among grade 11 ABM 1 and HUMMS 1 students in Senior High School Department in UM Panabo College.

Level of English language proficiency

Presented in Table 1 is the level of English language proficiency among the grade 11 ABM – 1 and HUMMS – 1 students. The indicators in this variable are grammar, vocabulary and, reading comprehension. In the grammar, scale questions from 1 to 15 data shown revealed that the level of grammar use in the respondents has a mean of 10.21 with a descriptive equivalent of having a high level, which indicates that the students' grammar is an indicator in the English language proficiency is satisfactory.

Table 1

**Level of English Language Proficiency among Grade 11 Students
in UM Panabo College**

English language proficiency	Mean	Descriptive Equivalent
Grammar (15 items)	10.21	High
Vocabulary (10 items)	6.21	Moderate
Reading comprehension (10 items)	4.71	Moderate
Grand Mean	21.08	Moderate

Legend: 10 items	15 items	35 items
0 - 2 Very low	0 - 3 Very Low	0 - 7 Very Low
3 - 4 Low	4 - 6 Low	8 - 14 Low
5 - 6 Moderate	7 - 9 Moderate	15 - 21 Moderate
7 - 8 High	10 - 12 High	22 - 28 High
9 - 10 Very High	13 - 15 Very High	29 - 35 Very High

Moreover, another indicator in this variable is the use of vocabulary. The vocabulary scale questions from 16 to 25 data revealed that the level of vocabulary used in the respondents has a mean of 6.21 with a descriptive equivalent of having a moderate level. It indicates that the student's vocabulary as an indicator of English language proficiency is moderately satisfactory and needs more to unlock complex terms.

Furthermore, is the role of reading comprehension as an indicator in English language proficiency. The reading comprehension scale questions from 26 to 35 data revealed that the use of reading comprehension among respondents has a total mean of 4.71 with a descriptive equivalent of having a moderate level. Hence, it means that the students' reading comprehension as an indicator of English language proficiency is moderately satisfactory.

The overall mean in this variable, the English language proficiency, is 21.08 with a descriptive equivalent of having a moderate level, which indicates that the students' English proficiency is moderately satisfactory.

Thus, according to the results of a study conducted by Sahragard et al. (2011), there was a significant relationship between Iranian college students' language proficiency and their academic achievement. Students who scored higher on the language proficiency test had better academic achievement scores.

In addition, the study of (Williams N 2012) stated it investigated the use of English language proficiency to predict the English learner (EL) student's academic achievement in the future. According to their findings,

one's English language ability is the most crucial element in predicting academic success in the future.

Thus, shows that the students' language proficiency plays a significant role not just in their academics, but also in their future academic endeavor. Hence, there are many schools and state universities internationally that carry out practices. To assure that students, including English Language Learner, are performing academically at levels that will ensure readiness and success as they get ready for continuous learning events grounded in college and career readiness standards as they grow through the school (Bornfreund, 2015).

Level of Academic Performance

Shown in Table 2 is the level of the academic performance of the students. The data result revealed that the student's academic performance in terms of their 1st quarter, 1st-semester grades in English, Math, and Science has a total mean of 90.03 which means that the level of their academic performance is fair. Hence, it indicates that students are performing fairly in their academe.

Thus, the result of the student's level in academic performance agreed with the statement of (Javier 2001). He concludes that the student's weakness in Science and Mathematics subjects is attributed to the student's difficulty in English. As stated in his findings, the student's test in English included difficulties in creating inferences and interpretations of information, deducing meaning, drawing conclusions, and summarizing ideas.

All are because of the problem of comprehension; the students don't completely understand what they are reading. They are not developing proficiency in the language. They have the problem in expressing their ideas in verbal and written form. Undeniably, the skills in English are considered the pre-requisites in learning concepts in Science and Mathematics.

Table 2
Level of Academic Performance among Grade 11 students in
UM Panabo College

Academic performance	Mean	Descriptive Equivalent
1st quarter grade	90.03	Moderate

75.00 - 80.00 - Very Low

81.00 - 85.00 - Low

86.00 - 90.00 - Moderate

91.00 - 95.00 - High

96.00 - 100.00 - Very High

Significant Relationship between the English Language Proficiency and Academic Performance

Presented in Table 3 is the statistical data on the significant relationship between English language proficiency and academic performance. The correlation value is 0.708 with a P-value of 0.000, which is less than the 0.05 level. Thus, the null hypothesis is rejected. It means that there is a significant relationship between English language proficiency and academic performance. It confirms the theory of second language acquisition by (Cummins 1979). It stated that there is a significant relationship between a learner's language proficiency and academic performance.

The result of the study confirmed the anchored theory that language proficiency in English is significantly related to the academic performance of the students (J.K. Aina et., al, 2013). Academic subjects like Science, Mathematics, and English often require the use of language functions. The language functions play a significant role in critical and analytical thinking required in science and mathematics subjects. The more language functions with which students are adept, the more effective their review can be. Thus, the more the students are proficient with the English language, the more likely they will perform well in their academic subjects.

TABLE 3

Significant Relationship between the English Language Proficiency and Academic Performance

Coefficient Correlation

	Academic Performance
English language proficiency	0.708**

P-value (0.000) < 0.05

In this study, researchers found out that being proficient in the English language positively impacts students' academic performance. For instance, the more the student acquires proficiency in the English language, the more the student can excel and perform in their academics. Furthermore, it is believed that if students are proficient in the English language, it could serve as one of the critical factors to determine the student's future academic success. Thus, there is a need to study and acquire proficiency in the English language. It could bring students many opportunities not just in their academe but also in a real-life context.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The researcher's summary of findings, conclusion, and recommendations from the result are presented in this chapter.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

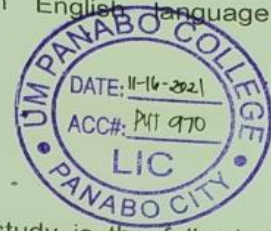
1. The level of English language proficiency of the students has an overall mean of 21.08, interpreted as moderately satisfactory.
2. The level of academic performance of the students has an overall mean of 90.03, interpreted as fair.
3. The correlation coefficient between English language proficiency and academic performance is 0.708, with a P-value of 0.000, less than a 0.05 level of significance. Therefore, the null hypothesis is rejected.

Conclusion

The following conclusions are drawn based on the findings of the study.

1. The level of the student's English language proficiency is moderate.
2. The level of the student's academic performance is moderate

3. There is a significant relationship between English language proficiency and academic performance.



Recommendations

Based on the findings and conclusion of the study is the following recommendations are suggested.

1. The students should motivate themselves to be willing to learn the English Language, particularly in reading comprehension. Students may improve good study habits and share positive attitudes towards studying and improving their comprehension.
2. The teacher may motivate and encourage students to learn English-related topics to help them perform better in their academics. The teacher may provide lessons that activate students' drive in studying their homework well.
3. To administrators, this may serve as a premise in executing programs and exercises in honing student's academic performance. To the language teachers, this may strengthen their pedagogical techniques in managing the class. To students, this will serve as a guide in recognizing their level of language proficiency and how it affects their academic performance.
4. Future researchers who will conduct the same study may utilize other variables or indicators to set on other factors that correlate to students' proficiency in the English language.

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Appendix A

Letter to Conduct a Study

March 03, 2021

Dr. Celso Tagadidad
School Director
UM Panabo College
P.N Arguelles st., Panabo City

Approved
% Ma. Hermando
Magno

Dear Dr. Celso Tagadiad,

Greetings!

The undersigned is a 3rd year BSED English of University of Mindanao Panabo College undertaking a research entitled **“ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE”**.

We are humbly asking for your permission to collect data from the Senior High School grade 11 specifically their grades in Mathematics, English and Science subjects. These data will be used for the realization of our research study.

We are looking forward to your positive response. Thank you and God Bless!


Respectfully Yours,

Herlyn Joy Pelipas

Jyle Dionson

Nobli May Pontejos

Noted by:


Dr. Liezel V. Chan
Thesis Adviser

Mathematics - Albert Canacho (Math 15)
English - Yawsha Moya (Eng 33)
Science - Renel Suganap (Sci 15)

Appendix B-1

Letter of Validation



UIM PANABO COLLEGE
P.N. Arguelles St., San Francisco, Panabo City
Telefax # (084) 628-6437

Letter of request for Validation

March 11, 2021

Dr. MARIESEL LAUREL
Program head
UM - Panabo College

Maam:

The undersigned are currently conducting a research study entitled “ **ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE**” as one of the final requirements of the course ELT 413.

Ament to this, we would like to request your expertise by way of rating the contents of the questionnaire of the above-mentioned study. Your comments, suggestions and recommendations are highly appreciated for the improvement of our research instrument.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Herlyn joy Pelipas'.

Herlyn joy Pelipas

A handwritten signature in black ink, appearing to read 'Jyle Dionson'.
Jyle Dionson

A handwritten signature in black ink, appearing to read 'Novie May Pontejos'.
Novie May Pontejos

Researchers

Noted by:

A handwritten signature in black ink, appearing to read 'Dr. Liezel V. Chan'.

Dr. Liezel V. Chan

Research Adviser

Appendix B-2

Letter of Validation



UIM PANABO COLLEGE
P.N. Arguelles St., San Francisco, Panabo City
Telefax # (084) 628-6437

Letter of request for Validation

March 11, 2021

Dr. AMELIE L. CHICO
Research Coordinator
UM - Panabo College

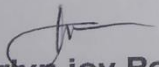
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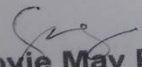
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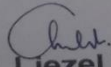
Sincerely,


Herlyn joy Pelipas


Jyle Dionson


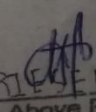

Novie May Pontejos
Researchers

Noted by:


Dr. Liezel V. Chan
Research Adviser


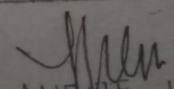
Appendix C-1

Questionnaire Validation Sheet

 UUM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ QUESTIONNAIRE VALIDATION SHEET				
Title of Research: <u>English Language Proficiency and Academic Performance</u> Proponents: <u>Jyle B. Dionson, Aeryl Jay Pelipas, Novic May Pontejas</u>					
To the Evaluator: Please check the appropriate box for your ratings. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Point Equivalent: 5 – Excellent 4 – Very Good 3 – Good </div> <div style="text-align: center;"> 2 – Fair 1 – Poor </div> </div>					
	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				
<div style="display: flex; align-items: center; justify-content: flex-end;">  <div style="text-align: left;"> DR. MARIADEL LAUREL Signature Above Printed Name </div> </div>					

Appendix C-2

Questionnaire Validation Sheet

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ QUESTIONNAIRE VALIDATION SHEET				
Title of Research: <u>English language Proficiency and Academic Performance</u> Proponents : <u>Jyle B. Dionson, Herlyn Joy Pelipais, Navie May Pontejas</u>					
To the Evaluator: Please check the appropriate box for your ratings. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Point Equivalent: 5 – Excellent 4 – Very Good 3 – Good </div> <div style="text-align: center;"> 2 – Fair 1 – Poor </div> </div>					
	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		<input checked="" type="checkbox"/>			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		<input checked="" type="checkbox"/>			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		<input checked="" type="checkbox"/>			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	<input checked="" type="checkbox"/>				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		<input checked="" type="checkbox"/>			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		<input checked="" type="checkbox"/>			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	<input checked="" type="checkbox"/>				
<div style="display: flex; align-items: center; justify-content: flex-end;"> <div style="margin-right: 10px;">  DR. AMELIE L. CHICO Signature Above Printed Name </div> </div>					

Appendix D

Survey Questionnaire

“ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC PERFORMANCE AMONG GRADE 11 STUDENTS IN UM PANABO COLLEGE”

Profile of the Respondents

Name (Optional): _____ Date: _____

Age: _____ Strand: _____

Instructions: Below are the questions to measure the English Language Proficiency of the students including grammar, vocabulary and reading comprehension. Please read carefully and encircle your answer. Your response will be sincerely appreciated.

Part I Grammar

1. You should _____ reading.
 - a. **start up**
 - b. get off
 - c. take up
 - d. take off

2. The best way to learn a language is _____ a little every day.
 - a. speak
 - b. in speaking
 - c. to speaking
 - d. **by speaking**

3. Jack might want _____ some book soon.
 - a. **to write**
 - b. writing
 - c. to write\writing

4. She cannot leave the library without _____ her favorite book.
 - a. to finish
 - b. **finishing**
 - c. to finish\finishing

5. We must study the lessons, _____
 - a. mustn't they
 - b. shouldn't we?
 - c. **Mustn't we?**

6. Mathematics ____ a foundation course for Engineering.
- a. **is**
 - b. are
7. "Snow white and the Seven Dwarfs" ____ so exciting for the kids.
- a. **is**
 - b. are
8. A number of ____ have been involve in tree planting.
- a. child
 - b. **children**
9. Ten percent of the audience ____ happy.
- a. is
 - b. are
 - c. **is\are**
10. This pair of glasses ____ a replacement.
- a. need
 - b. **needs**
11. The girl _____.
- a. play
 - b. **plays**
12. I love apples. What sentence structure is this?
- a. subject-verb
 - b. subject-verb-adjective
 - c. **subject-verb-object**
13. Mae laughs loudly. What example of sentence structure is this?
- a. subject-verb
 - b. **subject-verb-adverb**
 - c. subject-verb-object

14. Identify a sentence structure of subject-verb-noun.

- a. Apples are everywhere.
- b. **I am the teacher.**
- c. Jenny is pretty.

15. Identify a sentence structure of a subject-verb-adjective.

- a. Apples are everywhere.
- b. I am the teacher.
- c. **Jenny is pretty.**

Part II. Vocabulary

1. It is synonymous to the word **Repeat**.

- a. **Reiterate**
- b. Frustrate
- c. Illustrate
- d. Deny

2. **Emulate** also means?

- a. Discuss
- b. Deny
- c. Question
- d. **Imitate**

3. **Vehemently** also means?

- a. Openly
- b. Abruptly
- c. Widely
- d. **Forcefully**

4. What is the antonym of the word **Liberal**?

- a. Unreliable
- b. **Intolerant**
- c. Strong
- d. Responsible

5. What is the antonym of the word **Expurgate**?
- a. Admit
 - b. Stain
 - c. Renew
 - d. Entertain
6. Jack was enchanted to meet Jane. The underlined word means?
- a. **Fascinated**
 - b. Happy
 - c. Unhappy
 - d. Shy
7. My classmate's **countenance** whenever called for oral recitation is funny. The word countenance means?
- a. Reaction
 - b. Presence
 - c. **Expression**
 - d. Frown
8. The sound of the raindrops makes me **sentimental**. Sentimental means?
- a. Sad
 - b. Depressed
 - c. Happy
 - d. **Emotional**
9. Jhanya is a happy person but she likes melancholic music. The underlined word means?
- a. **Sad**
 - b. Happy
 - c. Energetic
 - d. Rock
10. Today's situation is quite challenging, thus we need to **surmount** it by surrendering everything to God. Surmount means?
- a. Leave
 - b. **Overcome**
 - c. Enjoy
 - d. Balance

Part III. Reading Comprehension

1. The clown pulled silly faces to make the children laugh. The word silly in this sentence means:

- a. **funny**
- b. bad
- c. tricky
- d. Scary

2. Emily has three dogs and two cats. They are all brown, but one of the dogs has spots. His name is Spot. Which of the following is true?

- a. Emily has three animals in total.
- b. Emily has more cats than dogs.
- c. One of Emily's cats is black.
- d. All of Emily's dogs have spots.
- e. **None of these**

- Genealogy is fun. Just as a piece of furniture or a picture takes on much more interest if you know its history, so does an individual become more real once the ancestral elements that shaped him are known. An in-depth family history is a tapestry of all those to whom we owe our existence.

3. Which statement best conveys the theme of this paragraph?

- a. Finding out about our ancestors is more interesting than researching the history of objects.
- b. Genealogy is a study of people and their belongings in the past.
- c. Genealogy is a study of family history.
- d. **Genealogical research can bring meaning and life to a family's history.**
- e. Most genealogies are a waste of effort.

- Tailgating another vehicle is unsafe and illegal. Many rear-end collisions are caused by drivers following too close to the vehicle in front of them. The rules state that a driver must keep sufficient distance from the vehicle in front in order to stop safely and avoid a collision. Drivers should allow a minimum two seconds' gap between their vehicle and the one ahead. At sixty kilometres an hour, this equates to thirty-three metres; at a hundred it equates to fifty-five metres. More distance is needed to safely stop in rain or poor visibility.

4. Tailgating another vehicle is unsafe because:
- a. **many rear end collisions are caused by drivers following too close to the vehicle in front.**
 - b. it may not allow sufficient time and space to stop and avoid a collision.
 - c. it is against the road rules.
 - d. it is a reckless practice.
 - e. None of these.
5. 'More distance is needed to safely stop in rain or poor visibility.' We can infer from this that:
- a. people drive faster in rain and poor visibility.
 - b. the writer is merely calculating on the safe side.
 - c. braking is more hazardous in rain and poor visibility.
 - d. the road rules state that this must be so.
 - e. **All of these.**

Plagiarism Result

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Match Overview

19%

Rank	Source	Match Percentage
1	www.jlll.org Internet Source	8%
2	academicjournals.org Internet Source	2%
3	Jones, B. D., and K. A. ... Publication	2%
4	www.arint.asiap.org.pk Internet Source	1%
5	docplayer.net Internet Source	1%
6	glennelmadanac.wor... Internet Source	1%
7	mufaiadoc.com Internet Source	1%

Page: 7 of 32 Word Count: 5704 Text-Only Report High Resolution: On 2:01 PM 8/17/2021

DIOSON PELIPAS PONTEJOS

CONGRATULATIONS PASSED PLAGIARISM

(August 17, 2021)

FIRST RUN PLAGIARISM RESULT 19 PERCENT

DR. AMELIE L. CHICO
RESEARCH COORDINATOR



JYLE B. DIONSON

Prk. Barracuda, San Pedro, Panabo City
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PERSONAL INFORMATION

Nickname : Jai
Date of birth : August 27, 1999
Place of birth : Mabuhay San Fernando, Bukidnon
Age : 21
Gender : Female
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Religion : Kristohanon
Father : Jeneben Dionson
Mother : Judith Dionson

EDUCATIONAL BACKGROUND

TERTIARY : UM Panabo College
Bachelor of Secondary
Education Major in English
2018-2022
SECONDARY : Halapitan National High School
2012-2018
ELEMENTARY : Mabuhay Elementary School
2007-2012



NOVIE MAY PONTEJOS

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PERSONAL INFORMATION

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Place of birth : Davao City
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Civil Status : Single
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Mother : Noemi Pontejos

EDUCATIONAL BACKGROUND

TERTIARY : UM Panabo College
Bachelor of Secondary
Education Major in English
2018-2022

SECONDARY : Jesus J. Soriano National High
School 2012-2018

ELEMENTARY : Catalunan Grande
Elementary School 2007-
2012



HERLYN JOY L. PELIPAS

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PERSONAL INFORMATION

Nickname : Joy
Date of birth : March 16, 1997
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Gender : Female
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Father : Renato Pelipas
Mother : Melinda Pelipas

EDUCATIONAL BACKGROUND

TERTIARY : UM Panabo College
 Bachelor of
 Secondary Education
 Major in English
 2018-2022
SECONDARY : Tulalian National High
 School 2009-2013
ELEMENTARY : Apalili Elementary
 School 2003-2009