



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

**THE ENGLISH ORAL PROFICIENCY OF GRADE 9 STUDENTS OF
TABON M. ESTRELLA NATIONAL HIGH SCHOOL**

A THESIS

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MASTER OF ARTS IN EDUCATION

with Specialization in English Language Teaching

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Abstract

This study was designed to assess the English Oral Proficiency of the Grade 9 students of Tabon M. Estrella National High School. A descriptive method was employed in gathering the data of the 201 respondents using the Personal Data Questionnaire and the Revised Texas Oral Proficiency Test (TOPT). A test for significant difference in the oral proficiency level of the students when grouped according to tech-voc courses specialized, gender and first language spoken at home and a test of significant relationship between the students' English Oral Proficiency level to their choice of SHS career track were done, respectively. Results showed no significant differences in the oral proficiency level of the students in all oral sub-component skills when the respondents were grouped according to their tech-voc courses specialized, gender and first language spoken; oral sub-component skills were not significantly correlated to the students' choice of career track for senior high school. Suggestions for the improvement of the students' current oral proficiency level were made based on the findings that the students obtained the lowest rating in terms of vocabulary and grammar. Remedial, Reinforcement, and Enhancement (RRE) sessions and integration of task-based activities were the major suggestions.

Key Concepts: English Oral Proficiency, Senior High School Track,
Tech-Voc Courses



Abstrak

Ang pananaliksik na ito ay idinisenyo upang mataya ang kasanayan sa pagsasalita sa wikang Ingles ng mga mag-aaral sa ika- siyam na baitang sa Tabon M. Estrella National High School. Isang pagsusuri ang ginawa para sa pagtasa ng pagkakaiba sa lebel ng kasanayan ng mga mag-aaral habang sila ay pinangkat ayon sa mga kursong tech-voc na kinukuha, kasarian, at sariling wika at isa ring pagsusuri sa pagkakaiba ng lebel sa kasanayan sa pananalita ng wikang Ingles ng mga mag-aaral at kani-kanilang pinipiling kurso sa Senior High School ang ginawa. Ginamitan ng descriptive method ng pananaliksik ang pagkuha sa datos galing sa 201 ka respondente gamit ang Personal Data Questionnaire at ang Revised Texas Oral Proficiency Test (TOPT). Mula dito'y naipakitang walang pagkakaiba sa lebel ng oral proficiency level ng mga mag-aaral sa lahat ng oral sub-component skills kung sila ay ipapangkat sa tech-voc courses na pinag-aaralan, kasarian at sariling wika at hindi significantly correlated ang kanilang kasanayan sa mga pinipiling career tracks para sa senior high school. Ang mga mungkahi para sa ika-aangat ng kasalukuyang lebel sa oral proficiency ng mga mag-aaral ay ginawa base sa mga natuklasan na ang mga ito ay nakakuha ng pinakamababang marka sa bokabularyo/ talasalitaan at balarila . Ang Remedial, Reinforcement, and Enhancement (RRE) na mga klase at integrasyon ng task-based activities ay ang mga pangunahing iminumungkahi.

Pangunahing Konsepto: English Oral Proficiency, Senior High School
Track, Tech-Voc Courses