



STUDENTS' PERCEPTION ON THE SELF-LEARNING MODULES IN DETERMINING THE ENGLISH PROFICIENCY OF GRADE 8 STUDENTS OF ADELINA I NATIONAL HIGH SCHOOL

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ABSTRACT

Using the Descriptive –correlation research design, this study aimed to assess the students' perception on Self-Learning Module in determining the English proficiency of Grade 8 students of Adelina I National High School. Random sampling was used in this study to identify the number of Grade 8 respondents. Mean and standard deviation as well as Pearson's r correlation were used to treat the data. Findings revealed that the extent of students' perception on the use of self-learning module in determining their reading, speaking, and writing skills were all high. Moreover, the level of students' English Proficiency in reading gain satisfactory while very satisfactory performance was observed in writing and speaking skill. Also, the age, number of siblings, and educational attainment has no direct relationship to the students' perception on self-learning module in determining their English proficiency. While the gender and time spent in studying has a low to moderate relationship to the self-learning module in determining their English proficiency in terms of reading skill, speaking skill, and writing skill. Results further revealed that there is a significant relationship on the students' perception on self-learning module in determining the English proficiency of Grade 8 public junior high school students at 0.05 level of significance.

I. INTRODUCTION

Numerous countries all over the world have been affected by the COVID -19 pandemic which results to enormous impact on their life. One of the most affected branches is the Educational system.

In the Philippines, the education department through the help of other concerned agencies has already finalized a Department Order No. 8 series of 2020 known as "Learning Continuity Plan" to ensure that education will continue despite this kind of emergencies. Pursuant to this, the Department of Education (DepEd) will provide Self-Learning Modules (SLMs) for every subject in each grade level to be used by the distance learning students for this school year. A module is a short unit of instruction dealing with a single conceptual unit of subject matter. It is a self-contained and independent unit of instruction with the primary focus on a few well-defined objectives (Padmapriya, 2015 cited from Russell 1974).

The benefits of Self-Instructional Module are best described in terms of the type of learners for whom it is developed. Self-Instructional Modules can encourage students to develop their sense of responsibility on their learning. They have the freedom to learn without limitations. They retain more because they do the work themselves as compared to spoon feeding. Self-instructional module provides the opportunity to develop a good work ethic.

However, though the question on whether this new normal in education will become successful or not, the underlying problem on students' English proficiency even before the pandemic starts has been one of the major issues that the Philippine education sector has been facing. Proficiency of language is tested by measuring the ability of an individual's language use and communication skills in the learned language (Stephen et.al 2004). Peregoy and Boyle (2001: in Matin, 2011: p.236) states, "Listening, speaking, reading and writing occur naturally together in learning events in school at all great levels, even though traditionally they were taught separately." Equally, Harmer (2007) suggests that "One skill cannot be performed without another. It is impossible to speak in a conversation if



you do not listen as well, and people seldom write without reading.” For a comprehensive development of students’ English proficiency, those skills are equally important to be emphasized.

It is very evident that a person who knows how to read can educate themselves in any area of life they are interested in. When the learner has problem in reading, they also perform poorly in other subjects because they cannot read and understand the material and because learners do not always have the opportunity of face-to-face contact with their teachers due to this new normal in education, distance education students rely even more on their reading abilities. This calls for well-developed reading and study reading skills. An additional skill that must take into consideration is the students’ speaking skills. Determining this skill is crucial for modular distance learning where students do not always have the chance to have a face-to-face interaction with their teacher or if there is a chance, they only have limited time to do that. Another skill that must be develop under English proficiency is the writing skills of the students. Since most students are using the self-learning modules, they are expected to answer the tasks and activities on the modules thus enhancing their writing skills on sentence creation, observing correct grammar and other aspects. Instead of expressing their answers verbally, students put it into writing. Teachers comments on their work will serve as assessment tool whether students are enhancing their writing skills or still need more attention.

By looking at the data of the English proficiency of Filipino students, it is continually decreasing over the years based on their low performance in the national assessment in their competency in the use of the English language. Jadie et. al (2012) asserted that low proficiency in English language has been considered a barrier to learning and academic success at the post-secondary level and this is because English learners often lack the language proficiency necessary to understand the test content and academic work. Furthermore, Arsad, Bauniyamin, and Manan (2014) also affirmed that English language learners who have limited English language proficiency will have difficulty understanding the lessons or doing assignments in English.

English proficiency is associated with a substantial variety of factors, and it is indeed important to determine the learner’s English proficiency and academic competence even when they are using the self-learning modules in studying.

This present study assessed the students’ perception on the self-learning modules and how does it help in determining their English proficiency especially in this new normal in education where students spend most of their time studying at home.

II. METHODOLOGY

Participants

The respondents of the study are one hundred twenty-four (124) selected Grade 8 Public Junior High School students in Adelina I National High School. Questionnaire was used to assess the perception of students in using the self-learning module in determining their English proficiency. The respondents were asked to put a check mark to the column of their desired answer indicating the extent of their perception on the use of self-learning modules in determining their reading, speaking, and writing skills. Afterwards, they answered the reading test, writing test and undergone speaking test in the form of interview.

Instruments

After the measuring instrument has been retrieved, the researcher processed the raw data into quantitative forms. Data processing involves input, this involves the responses to the measuring instrument of the subjects of the study.

The frequency and percentage distribution were employed in the study for the profile of respondents after the data were coded, tabulated, and analyzed.

To assess the extent of students’ perception in using self-learning module in determining their English proficiency, mean and standard deviation was used. Also, the same treatment was used in determining the level of students English Proficiency in reading, speaking, and writing skills. The correlation between the students’ profile and English proficiency as well as relationship between students’ perception on self-learning module and English proficiency both used Pearson product-moment correlation treatment.



III. RESULTS AND DISCUSSIONS

A. Extent of Students' Perception in Self-Learning Module

The data showing the extent of students' perception in using the self-learning modules in enhancing the English proficiency were presented as follows.

Table 1. Extent of Students' Perception in the Self-learning Module in Reading Skill

Indicator	Mean	SD	Verbal Interpretation
1. It takes me a while before I understand the lesson on the module.	3.60	0.90	High Extent
2. I scan the text in the module before starting to read the whole lesson.	3.83	1.09	High Extent
3. I used dictionary when necessary.	3.81	1.02	High Extent
4. The module allowed me to understand the lesson effectively.	3.99	0.83	High Extent
5. The lessons and activities in the module help improve my English reading comprehension skills.	4.06	0.85	High Extent
Weighted Mean: SD	3.86: 0.96		
Verbal Interpretation	High Extent		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Very High Extent
4	3.41-4.20	High Extent
3	2.61-3.40	Moderate Extent
2	1.81-2.60	Low Extent
1	1.00-1.80	Very Low Extent

It was gleaned from the data presented that the overall mean of (WM=3.86, SD =0.96) manifested that the extent of students' perception in the use of self-learning module in reading skills were *high*. The use of self-learning module was found important to determine the English comprehension skill of the students (M= 4.06, SD= 0.85) based on the lesson and activities. There is also a *high extent* of perception that the use of module allowed the students to understand the lesson effectively (M= 3.99, SD= 0.83). The students scan the text in the module before starting to read the whole lesson (M= 3.83, SD=1.09). They benefited from using dictionary when necessary to easily understand the lesson in the module (M= 3.81, SD= 1.02).

Lestrud (2013) states that reading skills lead a person to interact and gain meaning from written language. Hence, it is visible that the level of extent the students agreed based on their perception on the use of self-learning module in determining their reading skills were high. Furthermore, Whalon et. al (2009) suggests that one must master several components of reading and understand these different parts and how they work together which can help students lead to independently understand what the intended message is being relayed in the written context.

Table 2. Extent of Students' Perception in the Self-learning Module in Speaking Skills

Indicator	Mean	SD	Verbal Interpretation
1. I can easily answer open ended questions like "what if....?"	3.68	0.96	High Extent
2. I can easily share some of my thought in answering "why and how" questions.	3.80	0.87	High Extent
3. I can identify specific information on the module when asked.	3.36	0.78	Moderate Extent



4. I can express my answers using the English language.	3.34	0.97	Moderate Extent
5. I can easily answer “wh” questions when the teacher asked.	3.19	0.92	Moderate Extent
Weighted Mean: SD	3.47: 0.93		
Verbal Interpretation	High Extent		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Very High Extent
4	3.41-4.20	High Extent
3	2.61-3.40	Moderate Extent
2	1.81-2.60	Low Extent
1	1.00-1.80	Very Low Extent

The extent of students’ perception on the use of self-learning module to share some of their thoughts in answering “why and how” questions were *high* ($M= 3.80, SD= 0.87$) based on the lesson and activities. The students also have *high extent* of perception that the use of module can easily let them answer open ended questions with ($M= 3.68, SD= 0.96$). On the other hand, the extent of students’ perception on identifying specific information on the module when asked with ($M= 3.36, SD=0.78$) were *moderate*. Also, the extent of students’ perception in expressing their answers in English were *moderate* ($M= 3.34, SD= 0.97$).

The weighted mean of 3.47 and with supported value of standard deviation 0.93 indicated that the extent of students’ perception on the use of self-learning module to determine their English proficiency skill in speaking were *high*.

Given the indicators used to assess the students’ perception on the use of self-learning module, the results support the claimed of McDonough and Shaw (2003) cited by Hui (2011) which states that speaking is not just an oral production of written language but rather involves learners in the mastery of wide range of sub-skills, which when added together, constitute an overall competence in the spoken language. Moreover, Nunan (1999) cited by Rahmawati & Ertin (2014) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components.

Table 3. Extent of Students’ Perception in the Self-learning Module in Writing Skills

Indicator	Mean	SD	Verbal Interpretation
1. I could write the most important ideas from the lesson without any problems.	3.57	0.90	High Extent
2. I can easily create simple sentences using English Language.	3.57	0.92	High Extent
3. I can easily make an essay whenever our teacher asked us to do it.	3.31	0.97	Moderate Extent
4. I know how to use capitalization and correct punctuation when writing.	4.03	0.83	High Extent
5. I don’t find difficulty in applying correct grammar in writing.	3.42	0.87	High Extent
Weighted Mean: SD	3.58: 0.93		
Verbal Interpretation	High Extent		



<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Very High Extent
4	3.41-4.20	High Extent
3	2.61-3.40	Moderate Extent
2	1.81-2.60	Low Extent
1	1.00-1.80	Very Low Extent

The use of self-learning module on knowing how to use capitalization and correct punctuation when writing have *high extent* of students' perception with ($M= 4.03, SD= 0.83$) based on the lesson and activities. There is also a high extent perception on whether the students could write the most important ideas from the lesson without any problems and can easily create simple sentences using English Language with ($M= 3.57, SD= 0.90, 0.92$). However, the extent of students' perception on making an essay whenever the teacher asked them to do with ($M= 3.31, SD=0.97$) were *moderate*.

The weighted mean of 3.58 and with supported value of standard deviation 0.93 indicated that the students' perception on the use of self-learning module in determining the English comprehension skill in writing is *high*.

According to Cole et.al 2015 when students are given opportunities to write for authentic meaning-making, message-sharing purposes, they can enjoy the benefits of writing even when they are beginning readers and writers who are doing so in a language they have not yet mastered with proper guide on factors to consider in assessing the writing skills.

B. Level of Student's English Proficiency

The table represent the level of students' English proficiency in terms of reading, speaking, and writing skills after answering the given questionnaire and engaging in an interview.

English Proficiency	Mean	SD	Remarks
Reading Skills	11.90	3.91	Satisfactory
Speaking Skills	12.99	3.79	Very Satisfactory
Writing Skills	15.10	3.65	Very Satisfactory

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	16.01-20.00	Excellent (E)
4	12.01-16.00	Very Satisfactory (VS)
3	8.01-12.00	Satisfactory (S)
2	4.01-8.00	Fair (F)
1	0.00-4.00	Needs Improvement (NI)

Students gain *satisfactory* performance in reading skill ($M= 11.90, SD= 3.91$) while *very satisfactory* performance in writing ($M= 15.10, SD= 3.65$) and *very satisfactory* performance ($M= 12.99, SD= 3.79$) in speaking skill in the form of interview. They speak fluently with rare repetition, pronounce words correctly, have minor grammatical occurrence, and able to transmit ideas.

This implies that the used of self-learning module determined the English proficiency of the students. It collaborates with study by Dhamija (2014) and Padmapriya (2015) who both agreed that the use of self-learning modules was proved effective as they are free to learn at their own pace which boosts their confidence in their own learning.

C. Correlation Between Students' Profile and English Proficiency

The following data were presented to find out the relationship of students' profile on their English proficiency.



Demographic Profile	English Proficiency	r-value	p-value	Degree of Correlation	Analysis
Age	Reading Skills	0.029	0.751	Low Correlation	Not Significant
	Speaking Skills	0.099	0.272	Low Correlation	Not Significant
	Writing Skills	0.110	0.222	Low Correlation	Not Significant
Gender	Reading Skills	0.157	0.082	Low Correlation	Not Significant
	Speaking Skills	0.205	0.023	Low Correlation	Significant
	Writing Skills	0.218	0.015	Low Correlation	Significant
Number of Siblings	Reading Skills	-0.041	0.648	Low Correlation	Not Significant
	Speaking Skills	0.02	0.826	Low Correlation	Not Significant
	Writing Skills	-0.077	0.393	Low Correlation	Not Significant
Educational Attainment	Reading Skills	0.062	0.493	Low Correlation	Not Significant
		0.015	0.872	Low Correlation	Not Significant
	Speaking Skills	0.176	0.050	Low Correlation	Not Significant
		0.126	0.164	Low Correlation	Not Significant
	Writing Skills	0.296	0.001	Low Correlation	Significant
		0.150	0.096	Low Correlation	Not Significant
Time Spent	Reading Skills	-0.109	0.230	Low Correlation	Not Significant
	Speaking Skills	-0.302	0.001	Moderate Correlation	Significant
	Writing Skills	-0.0370	0.000	Moderate Correlation	Significant

Legend

Range	Degree of Correlation
± 1	Perfect Correlation
$\pm .50 - \pm .99$	High Correlation
$\pm .30 - \pm .49$	Moderate Correlation
$\pm 0.01 - \pm .29$	Low Correlation
0	No Correlation

Result showed that positive and low correlation were established between the students' profile in terms of age and English proficiency ($r = 0.029$, $p = 0.751$) reading skill ($r = 0.099$, $p = 0.272$) speaking skill and ($r = 0.110$, $p = 0.222$) writing skill. The revealing result on the correlation between age and English proficiency of students were *not significant*.

Based on students' profile in terms of gender and English proficiency it showed positive and low correlation ($r = 0.157$, $p = 0.082$) reading skill ($r = 0.205$, $p = 0.023$) speaking skill and ($r = 0.218$, $p = 0.015$) writing skills. However, it is also noted that correlation between students' profile in terms of gender and English proficiency in speaking and writing skills were *significant*.

The number of respondents siblings and its relation to English proficiency have negative and low correlation in reading skills ($r = -0.041$, $p = 0.648$) and writing skills ($r = -0.077$, $p = 0.393$) but have positive with low correlation in speaking skills ($r = 0.02$, $p = 0.826$). The results showed *no significant* relationship between the two correlations.



The result between students' parents educational background and English proficiency has positive and low correlation. Only the Writing skills of students and their parents educational background have a *significant* relationship.

There is a negative and moderate correlation between students' time spent in studying and English Proficiency in terms of speaking skills ($r = -0.302$, $p = 0.001$) and writing skills ($r = -0.0370$, $p = 0.000$). The correlation is *significant*. However, in terms of reading skills, it has negative and low correlation with ($r = 0.109$, $p = 0.230$) and have no significant correlation.

The age, number of siblings, and parents' educational attainment has no direct relationship to the students' perception on self-learning module in determining their English proficiency in terms of *reading skill, speaking skill* and *writing skill*.

While the gender and time spent in studying has a low to moderate relationship to the self-learning module in determining their English proficiency in terms of *reading skill, speaking skill, and writing skill*.

Some of the results supports the study of Solis et.al 2013 which states that the age and parents' educational attainment of the respondents has no significant relationship on students' English proficiency. And that gender was considered statistically significant. This result proves that gender is a determinant to the English Proficiency level of the respondents.

D. Relationship Between Students' Perception on Self-learning Module and English Proficiency

Perception on Self-learning Module	English Proficiency	r- value	p-value	Degree of Correlation	Analysis
	Reading Skills	0.260	0.004	Low Correlation	Significant
	Speaking Skills	0.454	0.000	Moderate Correlation	Significant
	Writing Skills	0.282	0.002	Low Correlation	Significant

Legend

Range	Degree of Correlation
± 1	Perfect Correlation
$\pm .50 - \pm .99$	High Correlation
$\pm .30 - \pm .49$	Moderate Correlation
$\pm 0.01 - \pm .29$	Low Correlation
0	No Correlation

The result showed that positive, low to moderate correlation were established between the students' perception on self-learning module and English proficiency ($r = 0.260$, $p = 0.004$) reading skill, ($r = 0.282$, $p = 0.002$) writing skill, ($r = 0.454$, $p = 0.000$) speaking skill.

Based on the data, it is shown that there is "a significant relationship on the students' perception on self-learning module in determining the English proficiency of Grade 8 public junior high school students in Adelina I National High School" at 0.05 level of significance. The null hypothesis stating that "There is no significant relationship on the students' perception on self-learning module in determining the English proficiency of Grade 8 public junior high school students in Adelina I National High School." is rejected.

It can be inferred that by using self-learning module, it can determine the students' English proficiency skills because students retained the concepts in English in a better way when they were taught through Self-Learning Modules in comparison to conventional teaching. Also, it supports the claimed of Padmapriya (2015) which states that module motivates the students to regulate and manage their own learning styles, and thereby create an interest and attitude among the students as they are free to learn at their own pace which boosts their confidence in their own learning (Padmapriya, 2015).



IV. CONCLUSIONS

Based on the findings, the study concludes that students' have a *high extent* of perception on the use of self-learning module in determining their English Proficiency.

It can also be concluded that the level of students' English Proficiency in reading skills gained *satisfactory* rating while *very satisfactory* level in speaking and writing skills.

Although the study further concludes that not all the investigated factors show a correlation between respondents' profile and English proficiency--two factors, gender and time spent in studying turn out to be significantly related to the students' English proficiency.

The results reject the null hypothesis, which formerly states that there is no significant relationship on the students' perception in Self-Learning module on the determining students' English proficiency. There is a notable *significant relationship* between them.

V. RECOMMENDATIONS

Considering the findings and conclusions of the study, several recommendations were offered. Since it was shown in the findings that gender and time spent in studying are factors correlating with the English proficiency of an individual, it is important that parents should monitor the status of their sons and daughters when it comes to their performance in English, and that they should encourage them to spend more time in studying English. The school administrators and staffs might can be further used Self-learning modules in determining the English proficiency of students. Further study to dig deeper on other factors that might affect the English proficiency of students may be made. It will also be recommended to use the self-learning modules to determine the students' English proficiency even when there are face-to-face classes already. Moreover, future researchers may use this as their reference when doing another research work about students' English proficiency. Lastly, other research enthusiasts are encouraged to conduct a similar study on a wider scope to validate the results and findings of the present study. Likewise, further studies may be conducted to make an improvement or add more factors that may contribute to determine the English proficiency of students.

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