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## Macro Skills in English of Grade 11 Senior High School in Balayan, Batangas: A Guided Learning Activities

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#### ABSTRACT

English instruction should not be limited to the four corners of the classroom only it may be held inside and outside the campus, where maximum learning takes place. Students must be exposed to a lot of activities which will allow them to experience by themselves and understand the concepts that they need to learn especially in improving their macro skills. This study was a descriptive method research which was conducted to determine the way of improving the macro skills to increase the English performance of students. The following are the results of the study: Many of the respondents utilize in this study belong to 15 and 16 age range and equal number of male and female, belonged to 5000 and below family income and have 75 to 79 grade in English in the first grading. The respondents agree that the development of macro skills in their English performance. The respondents agree on the challenges they experienced on developing macro skills increase their English performance. There is no significant difference on developing macro skills in their English performance when profile is considered, however there was a significant difference in term of family background and grade in English in the first grading. There is no significant difference in the challenges on developing macro skills in their English performance when profile is considered, however there is a significant difference in grade in English in the first grading. There is a significant relationship on developing macro skills in their English performance and the challenges experienced by the respondents. The guided learning activities are made by the researcher to develop more the macro skills of the students.

#### INTRODUCTION

Performance of students in English is tested in five macro skills such listening, speaking, reading, writing and film viewing. An English teacher can do a lot of things for maintaining the high performance of the students in English using these five macro skills. Since English is needed in the professional world, school administrators and teachers should pay attention to the performance of the students in the macro skills in English. The importance of developing the macro skills is necessary to the students because this may help them to develop their performance in English both in oral and written communication. The researcher strongly believes that there is a need to motivate the students to enhance their knowledge, skills, abilities and capabilities in order for them to compete globally.

And since educators know that education is a continuous process, teachers must grow in their profession and show their high competency for their students and for their career. Educators today face the challenge of bridging the gap in the learning and development of macro skills in English to increase the performance of the students.

Since English is the language of the modern era. Students have to be abreast with how the macro skills in English be used in order to be competitive and become a contender to a fast-growing industry. (Fernandez, 2018)

This study will take into account in developing the macro skills in English to increase the performance of senior high school students. These macro skills will then be assessed if they will have significant effects on the level of performance of the students in the English subject.

In line with the provision of Republic Act No. 10533 also known as the Enhanced Education Act of 2013 or the K to 12 Basic Education Program is a law that mandates the use of English throughout high school, both junior and senior high school for English proficiency is considered as an edge and a competitive advantage in employment. Since basic English knowledge is essential for the easy facilitation of lessons in English grammar and usage in the high school level, there is a need to know and understand the tributaries that determine the success of the second language acquisition of the students. (Martin, 2018)

In Balayan Senior High School, English teachers never ceased to show love and initiative in teaching the subject since the students' achievement in English in five macro skills was only 62.32% in the first grading, 65.41% and 71.68% in third grading periodical test in 2019-2020. These English achievement reports are fact that there is a need to improve the macro skills of the students. It also contributes to the low performance of students in macro skills is due to global pandemic which stop the operation of the school during the school year. The teachers never stop in instilling upon the minds of the learners the importance of utilizing macro skills in the second language and how this will affect their lives in the future most especially on the functional side.

It is in the utmost desire of the researcher to bridge the gap that is brought about by the dearth of the research on improving macro skills in the English performance of grade 11 students in Balayan Senior High School.

#### **STATEMENT OF THE PROBLEM**

This study focused in improving the macro skills in the English performance of grade 11 senior high school students in Balayan Senior High School, Balayan, Batangas.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of?
  - 1.1 age;
  - 1.2 sex;
  - 1.3 family income; and
  - 1.4 average grade in English in the first grading?
2. How the respondents improve their macro skills in their English performance in terms of:
  - 2.1 listening skills;
  - 2.2 speaking skills;
  - 2.3 reading skills;
  - 2.4 writing skills and
  - 2.5 viewing skills?
3. What are the problems experienced by the respondents in improving the macro skills to increase their English performance?
4. How significant is the difference on the responses of the respondents on improving their macro skills in their English performance when profile is considered?
5. How significant is the difference on the responses of the respondents on the challenges on improving their macro skills in their English performance when profile is considered?
6. How significant is the relationship between the responses of the respondents on improving their macro skills in the English performance and the challenges experienced on it.
7. What guided learning activities may be proposed to improve the macro skills in the English performance students?

#### **SCOPE AND DELIMITATION OF THE STUDY**

This study covered the profile of the respondents such as age and gender. It also determined the responses of the respondents on improving

the macro skills in the English performance of students such as listening, speaking, reading, writing and viewing. It also covered the challenges experienced by the respondents in improving the macro skills in their English performance. It also determined the significant difference on the responses of the respondents on improving the macro skills in the English performance when

profile is considered, significant differences on the responses of the respondents on the challenges on improving the macro skills in the English performance when profile is considered and significant relationship between the responses of the respondents on improving the macro skills and the challenges experienced to increase the English performance. Lastly, the researcher made the guided learning activities to improve the macro skills in the English performance students. This study was conducted during school year 2020-2021.

## METHODOLOGY

### Research Design

This study utilized the descriptive method to determine the responses of respondents in improving macro skills in the English performance of grade 11 senior high school students in Balayan Senior High School.

According to Gay, et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. Also, this method applies prominently because the present study aimed to determine the relationship and differences between among the variables covered.

Descriptive evaluative was used to assess or evaluate the responses in improving macro skills in English and the challenges experienced by the respondents in developing their macro skills.

Descriptive comparison was used to compare the responses of the respondents in improving macro skills in the English performance when profile is considered and to compare the challenges experienced by the respondents in developing their macro skills when profile is considered

Descriptive correlation was used to find the significant relationship between the responses of the respondents in improving macro skills in the English performance and the challenges experienced by the respondents in improving their macro skills.

As cited by Creswell (2016), it aims to describe and measure the relationship between two or more variables. The correlational approach will determine whether a significant relationship exists between the variables or when their subcomponents are taken individually.

### RESPONDENTS OF THE STUDY

In this study, three hundred thirty (330) grade 11 senior high school students of Balayan Senior High School were the respondents. Purposive sampling was used in this study based on the following criteria: grade 11 students and presently enrolled in the school during the school year 2020-2021.

## RESULTS AND DISCUSSION

### Profile of the Respondents

Table 1 registers that one hundred sixty-two (162) or 49.09 percent of the students belong to 15-16 age bracket. One hundred forty-eight (148) or 44.85 percent of them belong to 17-18 age bracket and 20 or 6.06 percent belong to 19 and above age range. The data reveal that most of the students belong to 15 to 16 age range.

This is correlated to the work of McKay (2018) that age is considered in understanding macro skills such as reading, listening, speaking, writing and viewing in English are the components of language teaching practice often assumed that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English. Language learners often produce errors in pronunciation thought to result from the influence of their first language, such as mapping its grammatical patterns inappropriately onto the second language, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary. This was known as language transfer or "language interference". However, these were typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the first language, as they are attested in learners of many language backgrounds. Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

Table 1. Age of the Respondents

Age	Frequency (F)	Percentage (%)
15-16	162	49.09
17-18	148	44.85
19 and above	20	6.06
Total	330	100

Table 2 displays that one hundred sixty-five (165) or 50 percent of the students are male and one hundred sixty-five (165) or 50 percent are female. This exposes that there is an equal distribution of respondents as to sex.

Table 2. Sex of the Respondents

Sex	Frequency (F)	Percentage (%)
Male	165	50.00
Female	165	50.00
Total	330	100

Table 3 shows that one hundred fifty-three (153) or 46.36 percent of the students belong to Php5000 and below family income. Fifty-six (56) or 16.97 percent of them belong to Php5001 to Php10000. Forty-two or 12.74.

Table 3. Family Income of the Respondents

Family Income	Frequency (F)	Percentage (%)
Php 5000 and below	153	46.36
5001-10000	56	16.97
10001-15000	42	12.74
15001-20000	37	11.21
20001-25000	31	9.39
25001-30000	7	2.12
30001 and above	4	1.21
Total	330	100

Table 4 reveals one hundred forty-eight (148) or 44.85 percent of the respondents have 75 to 79 percent of performance in English. Seventy-two (72) or 21.82 percent of them have 80 to 84 percent of performance. Sixty-nine (69) or 20.91 percent of them have 85 to 89 percent of performance. Twenty-three (23) or 6.97 percent of them have 90 to 94 percent performance and eighteen (18) or 5.45 percent of them have 95-100 percent of performance in English. These data confirm that many of the respondents have 75 to 79 percent in their English performance.

Table 4. Grade in English in the First Grading of the Respondents.

Grade	Frequency (F)	Percentage (%)
95 to 100	18	5.45
90 to 94	23	6.97
85 to 89	69	20.91
80 to 84	72	21.82
75 to 79	148	44.85
Total	330	100

### Improving the Macro Skills in the English Performance of Students

Table 5 displays that the respondents assess strongly agree that they show appreciation for songs, poems and plays with weighted mean of 3.56 (SD=581); describe the emotional appeal of a piece of story or filmed reviewed and listened with weighted mean of 3.53 (SD=0.529). They agree that they identify implicit and explicit signals used by a teacher to highlight important points in the stories read with weighted mean of 3.47 (SD=0.518), assess the effectiveness of listening strategies employed considering text types with weighted mean of 3.42 (SD=0.424), show courtesy while listening to the ideas and feelings of others with

weighted mean of 3.31 (SD=0.418) and derive information that can be used in everyday life from news reports, speeches, informative talks and panel discussion with weighted mean of 2.87 (SD=0.350). However, they disagree that they and process speech at different rates when evaluating tasks texts and taking down points with weighted mean of 3.42 (SD=0.342). Overall result shows that the respondents strongly agree in their proficiency in English as to listening skills with composite mean of 3.23 (0.452). This explains that the respondents assess strongly agree that they show appreciation for songs, poems and plays and they describe the emotional appeal of a piece of story or filmed reviewed and listened. However, they disagree that they and process speech at different rates when evaluating tasks texts and taking down points.

Table 5. Improving the Macro Skills in the English Performance of Respondents as to Listening Skills

Items	WM	VI	SD
1. I assess the effectiveness of listening strategies employed considering text types, listening task and one's purpose for listening	3.42	Agree	0.424
2. I show courtesy while listening to the ideas and feelings of others	3.31	Agree	0.418
3. I derive information that can be used in everyday life from news reports, speeches, informative talks and panel discussion	2.87	Agree	0.350
4. I identify implicit and explicit signals used by a teacher to highlight important points in the stories read	3.47	Agree	0.518
5. I process speech at different rates when evaluating tasks texts and taking down points	2.43	Disagree	0.342
6. I show appreciation for songs, poem and plays	3.56	Strongly Agree	0.581
7. I describe the emotional appeal of a piece of a story or film viewed and listened	3.53	Strongly Agree	0.529
<b>COMPOSITE MEAN</b>	<b>3.23</b>	<b>Agree</b>	<b>0.452</b>

Legend: WM=Weighted Mean, VI=Verbal Interpretation

SD=Standard Deviation

As reflected in Table 6 the respondents assessed themselves agree that they improve voice, articulation and pronunciations with weighted mean of 3.46 (SD=0.565) observe proficiency in speaking observing correct syntax, phonemes and word functions with weighted mean of 3.42 (SD=0.456); indicate affirmation of ideas expressed in discussions on global issues with weighted mean of 3.40 (SD=0.432); express varied outlooks on a given issues and use appropriate language, idioms, figurative language, analogy to express ones feelings, thought and ideas with weighted mean of, 2.87 (SD=0.385).

Table 6. Improving the Macro Skills in the English Performance of Respondents as to Speaking Skills

Items	WM	VI	SD
1. I observe proficiency in speaking observing correct syntax, phonemes and word functions	3.42	Agree	0.456
2. I speak clearly and spontaneously adapting one's speech to situations, circumstances and people addressed	2.31	Disagree	0.322
3. I use appropriate language, idioms, figurative language, analogy to express ones feelings, thought and ideas	2.87	Agree	0.385
4. I express varied outlooks on a given issues	3.27	Agree	0.402
5. I observe conversation strategies on face-to-face extended oral interactions	2.43	Disagree	0.354
6. I improve voice, articulation and pronunciations	3.46	Agree	0.565
7. I indicate affirmation of ideas expressed in discussions on global issues	3.40	Agree	0.432
<b>COMPOSITE MEAN</b>	<b>3.02</b>	<b>Agree</b>	<b>0.417</b>

Legend: WM=Weighted Mean, VI=Verbal Interpretation

SD=Standard Deviation

However, they disagree that they observe conversation strategies on face-to-face extended oral interactions with weighted mean of 2.43 (SD=0.354) and speak clearly and spontaneously adapting one's speech to situations, circumstances and people addressed with weighted mean of and 2.31 (SD=0.322).

Overall result shows that respondents agree in the proficiency of the students as to speaking skills with composite mean of 3.02 (SD= 0.417). This conforms that the respondents improve voice, articulation and pronunciations but need to improve themselves in observing conversation strategies on face-to-face extended oral interactions and speaking clearly and spontaneously adapting one's speech to situations, circumstances and people addressed.

Table 7 registers that the respondents agree that they extract accurately the required information from sources read and reject irrelevant details with weighted mean of 3.47 (SD=0.456), identify derivation of words, recognize connotative and denotative meanings with weighted mean of 3.45 (SD=0.565), recognize connotative and denotative meanings, use previous experiences as a scaffold for processing information in given text with weighted mean of 3.38 (SD=0.432), use previous experiences as a scaffold for processing information in given text with weighted mean of 3.33 (SD=0.402) and explain visual-verbal relationships illustrated in table, graphs, information maps commonly used in context area texts with weighted mean of 3.24 (SD=0.385) and adjust and vary readings speed and style to suit the text type, one's background knowledge and purpose in readings and the content of the material read with weighted mean of 3.12 (SD=0.322). However, the respondents disagree that they utilize knowledge of the differences among text types as an aid in processing information in the texts with weighted mean of 2.33 (SD=0.354).

Overall result shows that respondents agree in the English proficiency of the respondents as to reading skills with composite mean of 3.19 (SD=0.417). This indicates that the many of the respondents extract accurately the required information from sources read and reject irrelevant details. However, they need to utilize knowledge of the differences among text types as an aid in processing information in the texts.

Table 7. Improving the Macro Skills in the English Performance of Respondents as to Reading Skills

Items	WM	VI	SD
1. I extract accurately the required information from sources read and reject irrelevant details	3.47	Agree	0.456
2. I adjust and vary readings speed and style to suit the text type, one's background knowledge and purpose in readings and the content of the material read	3.12	Agree	0.322
3. I explain visual-verbal relationships illustrated in table, graphs, information maps commonly used in context area texts	3.24	Agree	0.385
4. I use previous experiences as a scaffold for processing information in given text Table 7, continued	3.33	Agree	0.402
5. I utilize knowledge of the differences among text types as an aid in processing information in the texts	2.33	Disagree	0.354
6. I identify derivation of words	3.45	Agree	0.565
7. I recognize connotative and denotative meanings	3.38	Agree	0.432
<b>COMPOSITE MEAN</b>	3.19	Agree	0.417

*Legend: WM=Weighted Mean, VI=Verbal Interpretation*

*SD=Standard Deviation*

Table 8 exhibits that the respondents agree that they write a short paragraph about an experiment performed in class with weighted mean 3.48 (SD=0.587), employ the different style in writing letters with weighted mean of 3.41 (SD=0.571), employ concept mappings as aids in taking down notes and organizing ideas with weighted mean of 3.39 (0.567), write journal entries reflection and insights resulting from "growth in personhood" experiences with weighted mean of 3.37 (SD=0.561), and use grammatical structure and vocabulary needed to effectively emphasize particular points, with weighted mean of 3.31 (SD=0.503). However, they disagree that they expand ideas through writing a well-constructed paragraph observing coherence, cohesion and modes of paragraph development with weighted mean of 2.24 (SD=0.447) and they show respect for intellectual property rights by acknowledging citations made in reports and research with weighted mean of 2.18 (SD=0.422).

Overall results show that the respondents agree in the proficiency of the students as to writing skills with composite mean of 3.05 (SD=0.523). This confirms that the respondents write a short paragraph about an experiment performed in class. However, they need to expand ideas through writing a well-constructed paragraph observing coherence, cohesion and modes of paragraph development and show respect for intellectual property rights by acknowledging citations made in reports and research.

Table 8. Improving the Macro Skills in the English Performance of Respondents as to Writing Skills

Items	WM	VI	SD
1. I write a short paragraph about an experiment performed in class	3.48	Agree	0.587
2. I employ concept mappings as aids in taking down notes and organizing ideas	3.39	Agree	0.567
3. I expand ideas through writing a well-constructed paragraph observing coherence, cohesion and modes of paragraph development	2.24	Disagree	0.447
4. I use grammatical structure and vocabulary needed to effectively emphasize particular points	3.31	Agree	0.503
5. I show respect for intellectual property rights by acknowledging citations made in reports and research	2.18	Disagree	0.422
6. I employ the different style in writing letters	3.41	Agree	0.571
7. I write journal entries reflection and insights resulting from "growth in personhood" experiences	3.37	Agree	0.561
<b>COMPOSITE MEAN</b>	3.05	Agree	0.523

Legend: WM=Weighted Mean, VI=Verbal Interpretation SD=Standard Deviation

As presented in Table 9 the respondents agree that they react to the techniques and styles used by the movie director in the film viewed with weighted mean of 3.44 (SD=0.588), identify the values conveyed by the film viewed with weighted mean of 3.42 (SD=0.574), note the time line used, chronological flash back, and juxtaposition with weighted mean of 3.41(SD=0.568), point out the interference of plot setting and characterization in film viewed with weighted mean of 3.37 (SD=0.552), appreciate the use of poetic devices for unity or effect with weighted mean of 3.34 (SD= 0.541) and criticize the portrayal of characterization done by main casts in the film viewed with weighted mean of 3.26 (0.472). However, they disagree that they deduce the theme from story with weighted mean of 2.12 (SD=0.402).

Overall result shows that they agree on the English proficiency of the respondents as to viewing skills with composite mean of 3.19 (SD=0.528). This proves that many of the respondents react to the techniques and styles used by the movie director in the film viewed. However, they need to enhance their skills in deducing the theme from story.

Table 9. Improving the Macro Skills in the English Performance of Respondents as to Viewing Skills

Items	WM	VI	SD
1. I point out the interference of plot setting and characterization in film viewed	3.37	A	0.552
2. I note the timeline used, chronological flash back, and juxtaposition	3.41	Agree	0.568
3. I deduce the theme from story	2.12	Disagree	0.402
4. I appreciate the use of poetic devices for unity or effect	3.34	Agree	0.541
5. I criticize the portrayal of characterization done by main casts in the film viewed	3.26	Agree	0.472
6. I react to the techniques and styles used by the movie director in the film viewed	3.44	Agree	0.588
7. I identify the values conveyed by the film viewed	3.42	Agree	0.574
<b>COMPOSITE MEAN</b>	3.19	Agree	0.528

Legend: WM=Weighted Mean, VI=Verbal Interpretation

SD=Standard Deviation

### Challenges in Improving the Macro Skills in English Performance of Student

Table 10 shows that the respondents agree that they experienced challenges in improving their English macro skills such as insufficient technology materials such as Television and computer sets with weighted mean of 3.42 (SD=0.560); big number of students per class with weighted mean of 3.34 (SD=0.541); Inadequate supply of printed learning materials in English with weighted mean of 3.31 (SD=0.532); lack of financial support to buy technology gadget for English researches with weighted mean of 3.28 (SD=0.472); insufficient fund to watch film as assignment of teachers in social media platforms with weighted mean of



3.21 (SD=0.466) and Lack of English laboratory for speech with weighted mean of 3.12 (SD= 0.454). However, they disagree that there is an inadequate English facilities and equipment with weighted mean of 2.33 (SD=0.327).

Overall result shows that the respondents agree that they experienced challenges in developing their macro skills to increase their English performance with composite mean of 3.14 (SD=0.403). This finding showed that many of the respondents experienced the challenges in improving their macro skills to increase their English performance such as that the respondents agree that they experienced challenges in improving their English macro skills such as insufficient technology materials such as Television and computer sets; big number of students per class; Inadequate supply of printed learning materials in English; lack of financial support to buy technology gadget for English researches; insufficient fund to watch film as assignment of teachers in social media platforms and Lack of English laboratory for speech.

#### Significant Difference on the Responses of Respondents on Improving the Macro Skills in the English Performance of Students

Table 11 reflects that there is no significant difference on the responses of the respondents on improving the macro skills to increase the English performance of students as to listening skills. The computed  $p$ -value of 0.274 for age and 0.123 for sex which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. However, there is a significant difference in family income and grade in English with  $p$ -value of 0.003 and 0.002 which are all lesser than the 0.05 level of significance. Therefore the null hypothesis is rejected. This implies that the profile such as family income and grade in English has bearing with the listening skills of the respondents.

Table 10. Challenges Experienced by the Respondents on Improving the Macro Skills in the English Performance of Student

Items	WM	VI	SD
1. Inadequate supply of printed learning materials in English	3.31	Agree	0.532
2. Insufficient technology materials such as Television and computer sets	3.42	Agree	0.560
3. Lack of English laboratory for speech	3.12	Agree	0.454
4. Big number of students per class	3.34	Agree	0.541
5. Lack of financial support to buy technology gadget for English research	3.28	Agree	0.472
6. Inadequate English facilities and equipment	2.33	Disagree	0.327
7. Insufficient fund to watch film as assignment of teachers in social media platforms	3.21	Agree	0.466
<b>COMPOSITE MEAN</b>	3.14	Agree	0.403

Legend: WM=Weighted Mean, VI=Verbal Interpretation

SD=Standard Deviation

Table 11. Significant Difference on Improving the Macro Skills in the English Performance of Students as to Listening Skills when Profile Is Considered

Profile	$p$ -value	Decision	Remarks
Age	0.274	Fail to Reject Ho	Not Significant
Sex	0.123	Fail to Reject Ho	Not Significant
Family Income	0.003	Reject Ho	Significant
Grade in English	0.002	Reject Ho	Significant

Legend: Significant at  $p=0.05$

Table 12 exhibits the post hoc analysis on the differences on the responses of the respondents. In terms of the family income, with those who have family income of Php5000 and below posts computed  $p$ -value of 0.000 has the highest mean, with the mean score of 3.89 (S.D. = 0.948); with those who have Php15001 to Php20000 with computed  $p$ -value of 0.000 with the mean score of 3.87 (S.D. = 0.945); with those family income of Php50001 to Php10000 with computed  $p$ -value of 0.000 with the mean score of 3.87 (S.D. = 0.867); with those who have a family income of Php10001 to Php15000 with computed  $p$ -value of 0.001 with mean score of 3.76 (S.D= 876); ; with those who have a family income of Php20001 to Php25000 with computed  $p$ -value of 0.000 with mean score of 2.10 (S.D= 912); with those who have a family income of Php25001 to Php30000 with computed  $p$ -value of 0.000 with mean score of 2.06 (S.D= 876) and with those who have a family income of Php5000 and below with computed  $p$ -value of



0.000 with mean score of 2.04 (S.D.= 946)

The highest weighted mean score of 4.43 (S.D. = 0.958) in terms of grade in English is noted for 95 to 100 provides a computed  $p$ -value of 0.000. The 85 to 89 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 4.41 (S.D. = 0.949); the 80 to 84 grade in English obtains a computed  $p$ -value of 0.002 with the mean score of 3.91 (S.D. = 0.893); the grade of 90 to 94 gets a computed  $p$ -value of 0.000 with the mean score of 3.23 (S.D. = 0.987) and the grade of 75 to 79 acquires a computed  $p$ -value of 0.001 with the mean score of 2.09 (S.D. = 0.996).

Table 13 displays that there is no significant difference on the responses of the respondents on improving the macro skills to increase the English performance of students as to speaking skills. The computed  $p$ -value of 0.198 for age, 0.221 for sex and 2.11 for family income which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. However, there is a significant difference in the grade in English with computed  $p$ -value of 0.000 thus the hypothesis is rejected. This implies that the assessment of the respondents in their speaking skills do not differ according to their age, sex and family income.

Table 14 reveals that the highest weighted mean score of 3.78 (S.D.= 0.999) in terms of grade in English is noted for 95 to 100 provides a computed  $p$ -value of 0.000. The 80 to 85 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.34 (S.D. = 0.988); the 85 to 89 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.28 (S.D. = 0.976); the grade of 90 to 94 gets a computed  $p$ -value of 0.000 with the mean score of 3.16 (S.D. = 0.961) and the grade of 75 to 79 acquires a computed  $p$ -value of 0.000 with the mean score of 3.09 (S.D. = 0.953).

Table 12. Post Hoc Analysis of the Differences on Improving the Macro Skills in the English Performance as to Listening Skills When Profile Is Considered Based on their Family Income and Grade in English

Profile	Category	Mean	Standard Deviation	$p$ -value
Family Income	Php30001 and above	2.04	0.946	0.000
	Php25001 to Php30000	2.06	0.921	0.000
	Php20001 to Php25000	2.10	0.912	0.000
	Php15001 to Php20000			
	Php10001 to Php15000	3.89	0.948	0.000
	Php5001 to Php10000			
	Php5000 and below	3.76	0.876	0.001
		3.87	0.867	0.000
		3.09	0.916	0.000
Grade in English	95-100	3.43	0.958	0.000
	90-94	3.23	0.978	0.000
	85-89	3.97	0.949	0.001
	80-84	3.91	0.893	0.002
	75-79	2.09	0.996	0.001

Legend: Significant at  $p = < 0.05$

Table 13. Significant Difference on Improving the Macro Skills in the English Performance of Students as to Speaking Skills when Profile Is Considered

Profile	$p$ -value	Decision	Remarks
Age	0.198	Fail to Reject Ho	Not Significant
Sex	0.221	Fail to Reject Ho	Not Significant
Family Income	0.211	Fail to Reject Ho	Not Significant
Grade in English	0.000	Reject Ho	Significant

Legend: Significant at  $p=0.05$

Table 14. Post Hoc Analysis of the Differences on Improving the Macro Skills in the English Performance of Students as to Speaking Skills When Profile Is Considered Based on their Grade in English

Profile	Category	Mean	Standard Deviation	p-value
Grade in English	95-100	3.78	0.999	0.000
	90-94	3.16	0.961	0.000
	85-89	3.28	0.976	0.000
	80-84	3.34	0.988	0.000
	75-79	3.09	0.953	0.000

Legend: Significant at  $p = < 0.05$

Table 15 displays that there is no significant difference on the responses of the respondents on improving the macro skills in the English performance of students as to reading skills. The computed  $p$ -value of 0.172 for age, 0.249 for sex and 0.114 for family income which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. However, there is a significant difference in the grade in English with computed  $p$ -value of 0.000 thus the hypothesis is rejected. This implies that the assessment of the respondents in their reading skills differ according to their grade in English of the students.

Table 15. Significant Difference on the Responses of Respondents on Improving the Macro Skills in the English Performance of Students as to Reading Skills when Profile Is Considered

Profile	p-value	Decision	Remarks
Age	0.172	Fail to Reject Ho	Not Significant
Sex	0.249	Fail to Reject Ho	Not Significant
Family Income	0.114	Fail to Reject Ho	Not Significant
Grade in English	0.000	Reject Ho	Significant

Legend: Significant at  $p=0.05$

Table 16 shows that the highest weighted mean score of 3.54 (S.D.= 0.894) in terms of grade in English is noted for 95 to 100 provides a computed  $p$ -value of 0.000. The 90 to 95 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.42 (S.D. = 0.871); the 85 to 89 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.39 (S.D. = 0.845); the grade of 80 to 84 gets a computed  $p$ -value of 0.000 with the mean score of 3.27 (S.D. = 0.842) and the grade of 75 to 79 acquires a computed  $p$ -value of 0.000 with the mean score of 3.18 (S.D. = 0.826).

Table 16. Post Hoc Analysis of the Differences on Improving the Macro Skills in the English Performance of Students as to Reading Skills When Profile Is Considered Based on their Grade in English

Profile	Category	Mean	Standard Deviation	p-value
Grade in English	95-100	3.54	0.894	0.000
	90-94	3.42	0.871	0.000
	85-89	3.39	0.867	0.000
	80-84	3.27	0.842	0.000
	75-79	3.18	0.826	0.000

Legend: Significant at  $p = < 0.05$

Table 17 displays that there is no significant difference on the responses of the respondents on improving the macro skills to increase the English performance of students as to writing skills. The computed  $p$ -value of 0.166 for age, 0.221 for sex and 0.151 for family income which are all greater than the 0.05 level of significant set for this study. However, there is a significant difference in the grade in English with computed  $p$ -value of 0.000 thus the hypothesis is rejected. Therefore, the null hypothesis is failed to reject. This implies that the assessment of the respondents in their writing skills differ according to their grade in English.

Table 17. Significant Difference on Improving the Macro Skills in the English Performance of Students as to Writing Skills when Profile Is Considered

Profile	<i>p</i> -value	Decision	Remarks
Age	0.166	Fail to Reject Ho	Not Significant
Sex	0.221	Fail to Reject Ho	Not Significant
Family Income	0.151	Fail to Reject Ho	Not Significant
Grade in English	0.000	Reject Ho	Significant

Legend: Significant at  $p=0.05$

Table 18 exposes that the highest weighted mean score of 3.38 (S.D.= 0.881) in terms of grade in English is noted for 95 to 100 provides a computed *p*-value of 0.000. The 90 to 95 grade in English obtains a computed *p*-value of 0.000 with the mean score of 3.23 (S.D. = 0.866); the 85 to 89 grade in English obtains a computed *p*-value of 0.000 with the mean score of 3.20 (S.D. = 0.852); the grade of 80 to 84 gets a computed *p*-value of 0.000 with the mean score of 3.15 (S.D. = 0.820) and the grade of 75 to 79 acquires a computed *p*-value of 0.000 with the mean score of 4.11 (S.D. = 0.805).

Table 18. Post Hoc Analysis of the Differences in the on Improving the Macro Skills in the English Performance of Students as to Writing Skills When Profile Is Considered Based on their Grade in English

Profile	Category	Mean	Standard Deviation	<i>p</i> -value
Grade in English	95-100	3.38	0.881	0.000
	90-94	3.23	0.866	0.000
	85-89	3.20	0.852	0.000
	80-84	3.15	0.820	0.000
	75-79	3.11	0.805	0.000

Legend: Significant at  $p = < 0.05$

Table 19 displays that there is no significant difference on the responses of the respondents on improving the macro skills in the English performance of students as to viewing skills. The computed *p*-value of 0.181 for age, 0.283 for sex and 0.223 for family income which are all greater than the 0.05 level of significant set for this study. However, there is a significant difference in the grade in English with computed *p*-value of 0.000 thus the hypothesis is rejected. Therefore, the null hypothesis is failed to reject. This implies that the assessment of the respondents in their viewing skills differ according to their grade in English.

Table 19. Significant Difference on Improving the Macro Skills in the English Performance of Students as to Viewing Skills when Profile Is Considered

Profile	<i>p</i> -value	Decision	Remarks
Age	0.181	Fail to Reject Ho	Not Significant
Sex	0.283	Fail to Reject Ho	Not Significant
Family Income	0.223	Fail to Reject Ho	Not Significant
Grade in English	0.000	Reject Hypothesis	Significant

Legend: Significant at  $p=0.05$

Table 20 registers that the highest weighted mean score of 3.44 (S.D.= 0.977) in terms of grade in English is noted for 95 to 100 provides a computed *p*-value of 0.000. The 90 to 95 grade in English obtains a computed *p*-value of 0.000 with the mean score of 3.39 (S.D. = 0.971); the 85 to 89 grade in English obtains a computed *p*-value of 0.000 with the mean score of 3.33 (S.D. = 0.881); the grade of 80 to 84 gets a computed *p*-value of 0.000 with the mean score of 3.27 (S.D. = 0.865) and the grade of 75 to 79 acquires a computed *p*-value of 0.000 with the mean score of 3.21 (S.D. = 0.849).

Table 20. Post Hoc Analysis of the Differences on Improving the Macro Skills in the English Performance of Students as to Writing Skills When Profile Is Considered Based on their Grade in English

Profile	Category	Mean	Standard Deviation	p-value
Grade in English	95-100	3.44	0.977	0.000
	90-94	3.39	0.971	0.000
	85-89	3.33	0.881	0.000
	80-84	3.27	0.865	0.000
	75-79	3.21	0.849	0.000

Legend: Significant at  $p = < 0.05$

### Significant Difference on the Challenges Experienced by the Respondents in Improving the Macro Skills to Increase the English Performance

Table 21 reveals that there is no significant difference on the responses of the respondents in the challenges experienced on improving the macro skills in the English performance of students. The computed  $p$ -value of 0.159 for age, 0.260 for sex and 0.166 for family income which are all greater than the 0.05 level of significant set for this study. Therefore, the null hypothesis is failed to reject. However, there is a significant difference in the grade in English with computed  $p$ -value of 0.000 thus the hypothesis is rejected. This implies that the assessment of the respondents in the challenges experienced on developing macro skills to increase the English performance of students differ according to their grade in English.

Table 21. Significant Difference on the Challenges Experienced by the Respondents on Improving the Macro Skills in the English Performance When Profile Is Considered

Profile	p-value	Decision	Remarks
Age	0.159	Fail to Reject Ho	Not Significant
Sex	0.260	Fail to Reject Ho	Not Significant
Family Income	0.166	Fail to Reject Ho	Not Significant
Grade in English	0.000	Reject Ho	Not Significant

Legend: Significant at  $p=0.05$

Table 22 displays that the highest weighted mean score of 3.51 (S.D.= 0.927) in terms of average grade in English is noted for 95 to 100 provides a computed  $p$ -value of 0.000. The 90 to 95 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.47 (S.D. = 0.921); the 85 to 89 grade in English obtains a computed  $p$ -value of 0.000 with the mean score of 3.41 (S.D. = 0.914); the grade of 80 to 84 gets a computed  $p$ -value of 0.000 with the mean score of 3.34 (S.D. = 0.888) and the grade of 75 to 79 acquires a computed  $p$ -value of 0.000 with the mean score of 3.22 (S.D. = 0.831).

Table 22. Post Hoc Analysis of the Differences on the Challenges Experienced by the Respondents on Improving Macro Skills in the English Performance of Students When Profile Is Considered Based on their Grade in English

Profile	Category	Mean	Standard Deviation	p-value
Grade in English	95-100	3.51	0.927	0.000
	90-94	3.47	0.921	0.000
	85-89	3.41	0.914	0.000
	80-84	3.34	0.888	0.000
	75-79	3.22	0.831	0.000

Legend: Significant at  $p = < 0.05$

### Significant Relationship Between T Improving the Macro Skills in the English Performance and Challenges Experienced on it

Table 23 reveals that there is a significant relationship on the performance of the student-respondents in the two variables such

as the macro skills and the challenges experienced on developing macro skills in the English performance of students. The computed  $p$ -value of 0.002 and 0.000 are less than the 0.05 level of significant set for this study. Therefore, the null hypothesis is rejected. This implies that the assessment of the respondents in the macro skills and challenges experienced on developing macro skills in the English performance of students affect the performance of the students both in oral and written works.

Table 23. Significant Relationship Between Improving the Macro Skills in the English Performance and Challenges Experienced by the Respondents

Variables	$p$ -value	Decision	Remarks
Listening	0.002	Reject Ho	Significant
Speaking	0.000	Reject Ho	Significant
Reading	0.000	Reject Ho	Significant
Writing	0.000	Reject Ho	Significant
Viewing	0.000	Reject Ho	Significant

Legend: Significant at  $p=0.05$

### Proposed Guided Learning Activities

Proposed Guided Learning Activities was designed by the researcher.

### CONCLUSIONS

Based on the findings of the study the following conclusion are hereby drawn:

1. Many of the respondents utilize in this study belong to 15 and 16 age range and equal number of male and female, belonged to 5000 and below family income and have 75 to 79 grade in English in the first grading.
2. The respondents agree on improving their macro skills in their English performance.
3. The respondents agree on the challenges they experienced on improving their macro skills in their English performance.
4. There is no significant difference on improving their macro skills in their English performance when profile is considered, however there was a significant difference in term of family background and grade in English in the first grading.
5. There is no significant difference in the challenges on improving their macro skills in their English performance when profile is considered, however there is a significant difference in grade in English in the first grading.
6. There is a significant relationship on improving their macro skills in their English performance and the challenges experienced by the respondents.
7. The guided learning activities is made by the researcher to improve the macro skills of the students.

### RECOMMENDATIONS

Based on conclusions of the study, the following recommendations are hereby endorsed:

1. The students should be encouraged to set high regards on the importance of developing their macro skills to increase their performance whether they are young or old and male or female.
2. English teachers should motivate the students to acquire the necessary macro skills and to develop good study habits to enhance their English performance.
3. English teachers should provide different accessible learning resources like open educational resources (oer), as well as create and maintain a favorable milieu for learning to increase English performance among the students.
4. English teachers should use various pedagogical approaches in teaching English to cater the needs and interests of diverse learners and to make the lesson very effective.
5. English teachers must familiarize themselves with the different pedagogical approaches and its level of effectiveness to teaching and learning to develop the macro skills of students.
6. English should consider and review the curriculum content, learning competencies, teaching strategies, instructional materials, learning process and time allotment for each lesson to develop the different macro skills to improve the performance of students.
7. Implementation of the guided learning activities is recommended to further improve the macro skills in the English performance of the students.

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