



# ATTITUDE TOWARD ENGLISH, COMMUNICATION APPREHENSION AND SPEAKING COMPETENCE OF JUNIORS IN THE PHILIPPINES

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This study was designed to determine the attitude toward English, communication apprehension and speaking competence of juniors at Saint Louis School in the Philippines, and to recommend necessary interventions to enhance the attitude toward English and speaking competence and minimize communication apprehension of the aforementioned subject.

The first part is a discussion about English Communication as the key for progress and advancement to continue learning things more accurately and effectively, hence, with the presence of modern technology, learners are becoming passive in their speaking skill, so the researcher decided to look into the learners' attitude toward English, their communication apprehension and speaking competence.

This study was conducted at Saint Louis School, Solano Nueva Vizcaya during the school year 2013-2014. The data were obtained and analyzed using descriptive-survey method and inferential statistics. The subjects of the study answered questionnaires and did extemporaneous speaking.

The research environment covered a total of six class sections in third year level specifically the science section and classes from the general section. The respondents of this study consisted of 88 students from the six sections of the junior high school level in Saint Louis School.

This study determined the influence of attitude toward English and communication apprehension on the speaking competence of junior English Language learners .

## Research Questions

1. What is the profile of the junior respondents of Saint Louis School?
2. What is the respondents' attitude toward English?
3. What is the respondents' level of communication apprehension?
4. What are the respondents' levels of speaking competence along content and delivery?
5. Do the profile variables relate and attitude toward English significantly to the respondents' attitude toward English, communication apprehension and speaking competence?

The data were analyzed using descriptive-survey method and inferential statistics.

The following hypotheses were conceived:

1. The profile variables do not relate significantly to the respondents' attitude toward English, communication apprehension and speaking competence.
2. The respondents' attitude toward English do not relate significantly to their communication apprehension and speaking competence.

The findings are the following:

1. Gender as a profile variable relates significantly to respondents' attitude toward English while communication apprehension, speaking competence in content and delivery are not significantly related with gender.
2. The respondents' monthly family income, number of siblings and school graduated from do not relate with their attitude toward English, communication apprehension and speaking competence along content and delivery.
3. Communication apprehension and speaking competence in both content and delivery have very significant relationship with the respondents' final grade in English II. On the other hand, the respondents' attitude toward English does not relate nor is influenced by their final grade in English II.
4. The amount of time engaged by the respondents in social networking influence their speaking competence for both content and delivery.
5. Attitude toward English has a very significant relationship with taking pictures. Communication apprehension and speaking competence for both content and delivery do not show any significant relationship with frequency of taking "selfie" pictures.



6. Attitude toward English, communication apprehension and speaking competence both in content and delivery do not relate nor are influenced by frequency of exposure to English TV programs and ICT facilities.

7. Communication apprehension relates significantly or influences speaking competence. On the other hand, communication apprehension is negatively correlated with speaking competence along delivery.

The results showed the respondents' highly positive attitude toward English. Their level of communication apprehension and levels of speaking competence in content and delivery are average. As a result, this study recommends that Public Speaking may be integrated in English subjects for high school students. Students may likewise be provided several speaking activities. The school, specifically, the administrators and teachers should initiate the English speaking policy so students will be trained in speaking the target language.

Based on the foregoing findings, the conclusions below were drawn:

1. The respondents have a highly positive attitude toward English.
2. The respondent's level of communication apprehension is average.
3. The respondents' levels of speaking competence in content and delivery are both average.
4. Gender relates significantly to respondents' attitude toward English while communication apprehension are not significantly related with gender.

Monthly family income, number of siblings and school graduated from do not relate with their attitude toward

English, communication apprehension and speaking competence along content and delivery.

The amount of time engaged by the respondents in social networking influence their speaking competence for both content and delivery.

Attitude toward English, communication apprehension and speaking competence both in content and delivery do not relate nor are influenced by frequency of exposure to English TV programs and ICT facilities.

6. Communication apprehension relates significantly or influences speaking competence. On the other hand, communication apprehension is negatively correlated with speaking competence along delivery.

#### Implications

1. Public Speaking may be integrated or incorporated in English subjects for high school students. This is because learners can either do public speaking well or badly, and the outcome strongly affects the way people think.

2. Teachers should maximize the use of speech laboratory with the use of the module in enhancing the speaking skills of students.

3. Students may likewise be provided several speaking activities.

4. The school administrators and teachers should initiate the English speaking policy so students will be trained in speaking the target language.

6. Teachers may take advantage of using instructional materials in teaching English.

7. Future researchers are encouraged to delve on other studies on factors influencing the speaking skills of learners so as ways to address these may be undertaken.