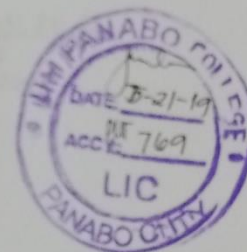


EFFECTIVENESS OF INCREASING LANGUAGE LEARNING STRATEGY
AND ORAL ENGLISH LEARNING AMONG 3RD YEAR BSED-ENGLISH
STUDENTS

A Thesis
Presented to
The Faculty of UM Panabo College
Panabo City

In Partial Fulfillment
Of the Requirements for the course
EdRes (Educational Research)

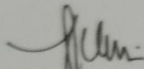


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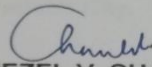
March 2019

ACCEPTANCE SHEET

This thesis entitled "Effectiveness of Language Learning Strategy and Oral English Learning among 3rd year BSED-English students of UM Panabo College" prepared and submitted by Xyrahzial M. Alas and Arbbie B. Batoy in compliance with the requirements in the Research subject under the Department of Teacher Education, UM Panabo College, Panabo City is hereby accepted.



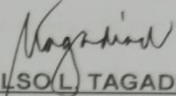
AMELIE L. CHICO, DM, FRIM
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APPROVAL AND ENDORSEMENT SHEET

This thesis entitled "Effectiveness of Language Learning Strategy and Oral English Learning among 3rd year BSED-English students of UM Panabo college" prepared and submitted by Xyrahzial M. Alas and Arbbie B. Batoy., in partial fulfillment of the requirements for the course Ed. Res (EDUCATIONAL RESEARCH) has been examined and accepted, and is hereby endorsed.



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Accepted and Approved, after examination during the final defense as per requirements of Ed. Res (EDUCATIONAL RESEARCH).

Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City.


AMELIE L. CHICO, DM, FRIM
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ABSTRACT

The purpose of this study is to determine the relationship between Language Learning Strategy and Oral English Learning among 3rd year BSED-English students of UMPC. The researcher employed descriptive survey research design to generate data. The researchers utilized and adopt the research questionnaire from Alan Boyce (2010) to allow the collection of reliable and desired information. It can be reflected the result of the study on Language Learning Strategy that the mean is 4.18 while the Oral English Learning is 4.05 which is both High. The significant relationship between Language Learning Strategy and Oral English Learning among 3rd Year BSED-English students in UM Panabo has derived and computed R-value is 0.453 and the P-value of 0.009 is less than 0.05. Ergo null hypothesis is rejected, it means that there is significant relationship between the two variables.

Keywords: *Language Learning Strategy, Oral English Learning and BSED-English of UMPC*

ACKNOWLEDGMENT

The researchers wish to express their sincerest thanks to several people for their generous support, guidance, inspiration, and assistance which made this research work a reality, namely:

Dr. Celso L. Tagadiad, Director of UM Panabo College and also our Adviser in this research study, for his professional ideas, enriching suggestion, encouragement and valuable time;

Prof. Jeanilyn Tacadena, Dr. Amelie L. Chico as members of the panel for their commendable suggestions and constructive criticisms;

The statistician **Dr. Liezel V. Chan**, for her assistance in interpreting the data and interpretation of the research study and granting permission to conduct the study to the said respondents.

Prof. Rheva Coronel our grammarian, for her assistance in technical aspect in editing specifically in grammar;

The 3rd Year BSED – English students who were selected in the research study as the respondents, for their sincere and wholehearted support in participating and answering the questionnaire;

Our **family** for their unending moral support, encouragement, inspiration, and prayers; All our **friends** for their undying support and encouragement;

Above all, **GOD the Almighty Father**, for giving us faith, courage, patience, perseverance and good health we needed in the course of the study.

- The Researchers

DEDICATION

This study is heartily dedicated to the Almighty **GOD**, for the beautiful blessings and deep facts and makes us what we are and the things that we can. I highly dedicate this study to my beloved parents who have shown to me the beauty and greatness of making and forming me to be responsible and useful citizen of the world. Also I highly dedicated this study to all the panel of members, who always guided me to become movers and means of this ever forceful world. Lastly, this study is highly dedicated to our Alma Mater, The UM Panabo College, where I commune and partook the fundamentals and the foundation of life essentials to our beginnings as individuals beyond the portals.

- **Arbs**

I dedicate this achievement first to God, for guiding me and my groupmates, second is to my family, for the moral and financial support, and third is to our adviser Dr. Celso Tagadiad for the unending patience and dedication in helping us with our thesis. I would also like to thank my dearest groupmate, Arbbie Batoy for his effort for making the last chapters of this study. To the aspiring educators, may this study help you in the near future.

- **SaySay**

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The learning of speaking the English language primarily came from the western linguistics. Most studies proposed that the literacy theories on oral English learning helped to improve in acquiring the English language. In China subsequently in the 21st century, as mentioned by Yuehong Wei & Li Zhang (2013) researches on teaching and learning the oral English language has been popularized, because some studies have shown that there were barriers for college students in developing their linguistic ability in using the English language on expressing their thoughts verbally.

In the Philippines, the English language plays a big part in the lives of the Filipino people, since the country was colonized by the Americans. The influence in using the English language was never been disregarded most especially when it comes in to the field of education; wherein English is one of the major subjects that has been taught in school. But there were many arguments raised on why the Filipinos themselves are not showing interest in learning oral English language. De-motivational factors as stated in the study of Aquino et.al (2016) such as confidence, fear of making mistakes, lack of resources and de-motivational teachers are more likely to become the barriers in learning the English language more effectively.

In the local scenario specifically in UM Panabo College, the researchers have observed that there are still college students who are having difficulty in using the English language during class activities such as

oral recitations, public speaking and many more. Also the researchers had noticed that some students in the campus tends to be un-participative during English class due to their low self-esteem and their capability in using the English language.

It is in this premise that the researchers were moved to investigate what could be the possible relationship between the effectiveness of language learning strategy, and the students oral English learning among the 3rd year BSEd.- English students in one of the private tertiary institutions in Panabo City.

Statement of the Problem

The purpose of this study is to determine the relationship between the effectiveness of language learning strategy and oral English learning among 3rd-year B.S.Ed.-English students in one of the private tertiary institutions in Panabo City. More specifically; it sought to answer the following questions:

1. What is the Level of Language Learning Strategy among 3rd year BSED – English students?
2. What is the Level of Oral English Learning among 3rd year BSED – English students?
3. Is there Significant Relationship between the Language Learning Strategy and Students' Oral English Learning?

Hypotheses

The null hypothesis was tested at 0.05 level of significance which states that there is no significant relationship between the language learning strategy and the students' oral English learning.

Theoretical and Conceptual Framework

The study is anchored on a combine theory of Yuehong Wei & Li Zhang (The Survey on Barriers of Oral English Learning for College Students in China, 2013) and Alan Boyce (The effectiveness of increasing language learning strategy awareness for students studying English as a second language,2010), which stated that oral language learning is about ones skill and ability in using the English language (Yuehong Wei & Li Zhang, 2013), while helping other people to learn effectively a new or foreign language is augmenting as a significant task to those who are skilled and qualified in the field regularly sought after by language learners and learning institutions alike (Alan Boyce). Taking into considerations, the different language learning strategies used by the `teachers is important in the oral English language acquisition of the students.

As shown in Figure 1, the independent variable is **Language Learning Strategy**. The dependent variable is the **Oral English Learning**.

Significance of the Study

The study is concern with the effective language learning strategy used by the teacher. Teachers play a vital role in the teaching and learning process in which they should recognize that the interest and welfare of the students are his/her first and foremost concern. The reason why we come up with this study because we, the researchers have observed that the more a learning strategy in the field of language is effective, the more a person can acquire the English language fast.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

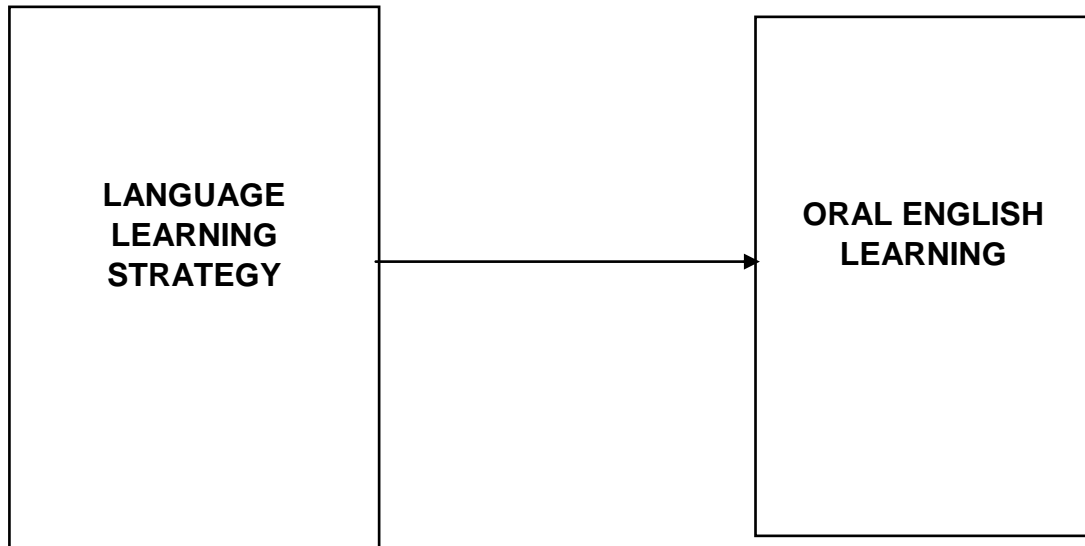


Figure 1: Conceptual Paradigm showing the Variables of the Study

School administrator. The findings of this study is beneficial to the school administrator to preserve a well-founded usage of the language learning strategies and enhance it to rise the knowledge of the students, as well as their academic achievements.

Teachers. As facilitators in the learning process, teachers are considered as the implementer of the lessons to be learned. The result of this study will help them assess the effectivity of the different language learning strategies used in learning English orally.

Researchers. For the researchers and as a future educators, to be aware of these learning strategies is a great help for us to adjust our way of approach in teaching oral English language. The aim for students' performance will be possible if the preferred learning strategy is applied.

Students. As for the students' perspective, this study will help them in learning oral English more effectively. This will guide them in the learning process because of the aid of the effective increasing language learning strategies. On the other hand, this will also help them gain more knowledge in using English language.

Definition of Terms

For clarity of key terms in the study, the conceptual definitions are hereunder provided.

Language learning strategy. The term refers to the research of Alan Boyce (2010) "The effectiveness of increasing language learning strategy" Learning strategies that could possibly supplement students' needs in learning the English language. In this study, it refers to the thoughts and

actions that learners use to improve their learning, and increase their ability to learn independently.

Oral English learning. This is all about one's ability to learn the English language in verbal/oral form. Spoken language is the language used in the face-to-face communication among people and is the communicative tool which is mostly frequent used in social interaction. (Yuehong Wei & Li Zhang 2013)

Chapter 2

REVIEW OF RELATED LITERATURE

Written in this section are the various concepts and ideas from different author and reading materials that are relevant to the study.

Language Learning Strategy

The term strategy is from Greek *strategia* means „command of a general“. In broad modern usage, a strategy is a plan that is consciously aimed at meeting a goal; the warlike meaning of the term has largely fallen away, but conscious control, intention, and goal-directedness remain essential criteria for strategy. Wenden (as cited in Lee, 2010) spoken to taking in routes from the side of language learning practices, encased learning and control the methods for a second or outside language. As indicated by him another side of learning practices is mental element hypothesis which fuses student's key information of learning and passionate read is that the last side of dialect learning conduct, similar to student's inspiration, disposition.

In recent decades, variety of studies have centred on foreign acquisition, with the stress typically having been placed on acquisition ways (LLS; Wong and Nunan, 2011; Oxford, 2016). Several studies have confirmed that these methods aid students in turning into more practical learners within the school room and foster a lot of economic development of students' mastery of the target language once effort faculty (Wong and Nunan, 2011). The preponderance of analysis on learning methods has been descriptive, as researchers have wanted to find what learning methods area unit according by learners of various languages. The problems that arise from this body of analysis are: identification procedures of learning strategies, language and

classification of methods, the results of learner characteristics on strategy use, and also the effects of culture and context on strategy use. While less in depth, strategy intervention analysis has conjointly prompt necessary problems connected to instruction such as: specific and integrated strategy instruction, language of instruction, transfer of methods to new tasks, and models for learning strategy instruction (Wong and Nunan, 2011).

The same author further expressed, since the emergence of learning methods, several researchers are concentrating their attention on acquisition methods, however, shaping and classifying acquisition methods has been a significant concern for researchers dedicated to this space. As acquisition strategy studies develop and researchers determine a lot of and a lot of methods, the classification schemes become a lot of elaborate and sophisticated, that in themselves don't seem to be a drag as a result of the assist us to own an improved understanding of the character of acquisition methods.

According to Ali Derakhshan et al., (2015), these are some of the Current Issues in Language Learning Strategies Research and Instruction. First, *Identification of Language Learning Strategies* - The best way to recognize student's dialect learning system is through self-report convention. In spite of the fact that the student may not be honest, it is the best way to characterize students mental preparing. As it were in all learning setting which student associated with dialect errand, asking them is the main strategy to decide learner's utilized dialect systems. There are a few instruments to discover learner's technique through asking them, for example, poll. Instructors can utilize survey appropriated for the capability and age of their

understudies. The understudies should finish it in the wake of finishing the undertaking. Educators can apply SILL (as specified before), to comprehend a worldwide photo of the learner's learning systems. These techniques help students to advance their metacognition as vital to them. Second, *Terminology and Classification of Language Learning Strategies* - There are different grouping frameworks to comprehend singular methodologies, for example, procedures that effect particular learning undertaking straightforwardly and those that impact adapting by implication (Chamot, A.U. 2005).

Chamot, A.U. 2005 further explained that to arrange these systems, there are imperative variables which incorporate student's learning objective or teacher's instructional objectives. Dialect students have specific purposes for learning remote dialect. The teacher's reasons for instructing dialect are likewise extraordinary. Setting is another huge factor. It implies that in which society understudies are taking in another dialect. The blend of objective and setting distinguish valuable sorts of learning errands and fitting systems that can encourage students. In a dialect classroom educator ought to comprehend their students' metacognition and understudies should know how to utilize fitting systems. Third, *Learning Strategies and Learning Characteristics* - Connecting learner's utilized technique with learner's variable, for example, level of capability is a critical piece of inquire about on learner's dialect procedures.

The level of capability in dialect students relies upon the number and scope of procedures that they utilize, how they apply these systems and the suitability of utilized procedures for the errand. Understudies with more

elevated amount of capability have less tension and they are more fearless (Khaldieh. as referred to in Chamot, 2004, p.18). Understudies should know distinctive inclining methodologies. They ought to have the capacity to assess these procedures lastly pick an arrangement of compelling and valuable procedures. Fourth, *Influence of Culture and Context* - Vital factors, for example, learner's objectives, the setting of learning, social estimations of the learner's society have incredible impact on the decision of dialect systems.

Ali Derakhshan et al., (2015) further added, scientists should discover the procedures which students utilized as a part of learning. In light of student's utilized procedures educators can discover what social and logical variables impact them. In conclusion, as said, distinctive analysts have distinguished different definitions for dialect learning methodologies. General ideas of them have been depicted. These techniques can assist understudies with learning and comprehend an outside dialect better. At the point when instructors have enough learning about these systems, they can show better and be a fruitful educator.

The most compelling methodology framework is Technique Stock for Dialect learning (SILL) presented by Oxford (2016). Direct Learning Strategy the immediate systems are advantageous to the understudies since they encourage store and recuperate data. These procedures assist students with producing dialect notwithstanding when there is hole in learning. They likewise help to comprehend and utilize the new dialect. *Memory Strategies* - Memory methodologies depend on basic standards like spreading things out altogether, making affiliation, also, checking on. These standards are utilized when a student faces test of vocabulary learning. The words and expressions

can be related with visual pictures that can be put away and recovered for correspondence. Numerous students make utilization of visual pictures, however some think that it's simple to interface words and expressions with sound, movement or contact (Ma. Dolores 2017). *Cognitive Strategies* - These are maybe the most well-known techniques with dialect students. The objective dialect is controlled or changed by rehashing, breaking down or outlining. The four sets in this gathering are: Working on, Getting and Sending Messages, Dissecting and Thinking, and Making Structure for Info and Yield. Rehearsing is the most imperative in this gathering which can be accomplished by rehashing, working with sounds and composing, and utilizing designs.

The apparatuses of accepting and sending messages are utilized at the point when students attempt to locate the primary thought through skimming and filtering. It isn't important to check each word. The grown-up students generally utilize investigating and thinking systems. These are used to comprehend the importance and articulation of the objective dialect. These are likewise used to make new articulations. Here is a case of a student who rehearses with hints of the words that have letters ough. The words through, however, intense, and trough contain ough yet solid unique. To get it them better the student may make possess phonetic spelling: throo, thow, tuff, and troff. According to Alireza Karbalaei & Tania Negin Taji (2014), *Compensation Strategies* - Students utilize remuneration systems for understanding of the objective dialect when they have inadequate information of the objective dialect. These systems compensate for the inadequacy in language structure what's more, vocabulary. At the point when students don't know new words

and articulations, they figure the significance. A student brings claim educational experience to translate information by speculating. Pay methodologies are additionally utilized as a part of creation when syntactic information is deficient. At the point when a student does not know the subjunctive type of verb, an alternate frame might be utilized to pass on the message.

Here is a case of speculating in view of halfway information of the objective dialect. Whenever a student perceives the words scoop, grass, cutter, and garden in a discussion, it could be comprehended that it is tied in with planting. Indirect Learning Strategy Roundabout language learning systems cooperate with the immediate techniques. They encourage student control the learning procedure. These systems bolster and oversee dialect learning without coordinate commitment and consequently called backhanded techniques. *Metacognitive Strategies*, Anderson, Neil J (2002) explains that Metacognitive procedures go past the intellectual component and offer students to organize their learning. This causes them to design dialect learning in a proficient way. At the point when new vocabulary, guidelines, and composing framework confound the student, these systems end up imperative for fruitful dialect learning. Three arrangements of methodologies have a place with this gathering and they are: Focusing Your Getting the hang of, organizing furthermore, Arranging Your Learning, and Assessing Your Learning.

The point of focusing learning is to give a concentration to the student with the goal that the consideration could be coordinated toward certain dialect exercises or on the other hand aptitudes. Assessing learning enables

students with issues to like observing mistakes and assessment of advance. Research has discovered that contrasted with subjective systems metacognitive methodologies are utilized less reliably by the students. Here is a case of masterminding and arranging learning. For a student who needs to tune in to the news in the objective dialect can design the errand by first figuring out what subjects may be canvassed in the program. Most news programs have portions of legislative issues and financial aspects. The student can look up the words identified with the points previously tuning in to the news. This would better set up the student. *Affective Strategies*- The full of feeling factors like feeling, state of mind, inspiration, and qualities impact learning in an imperative way (Oxford, R. 1990).

Three arrangements of procedures are incorporated into this gathering: Bringing down Your Nervousness, Empowering Yourself, and Taking Your Passionate Temperature. Great dialect students control their demeanours and feelings about learning and comprehend that negative sentiments impede learning. Instructors can help produce positive inclination in class by giving understudies greater duty, expanding the measure of regular correspondence, and educating full of feeling techniques. Uneasiness could be both useful and unsafe. It is felt that a specific measure of uneasiness is useful for students since it encourages them acquire their ideal level of execution. An excess of nervousness has the contrary impact where it obstructs dialect learning. Uneasiness frequently takes types of stress, dissatisfaction, frailty, dread, and self-question.

A typical high uneasiness making circumstance for students is to perform before the companions and educator when they are not readied. Here

is a case of how students endeavor to bring down the nervousness. Some tune in to their most loved music for a couple of minutes before honing the objective dialect. *Social Strategies* - Social methodologies are essential in taking in a dialect since dialect is utilized as a part of correspondence furthermore, correspondence happens between individuals (Alan Boyce 2010).

Three arrangements of procedures are incorporated into this gathering: Making inquiries, Collaborating with others, and Relating to Others. Among the three, making inquiries is the most accommodating and comes nearest to comprehension which means it additionally helps in discussion by creating reaction from the accomplice and shows intrigue what's more, inclusion. Collaboration with others takes out rivalry and in its place brings gather soul. Studies demonstrate that agreeable learning brings about higher confidence, expanded certainty, and quick accomplishment. Students don't normally apply helpful techniques due to solid accentuation put on rivalry by instructive foundations. Here and there rivalry brings a solid wish to perform superior to others, yet it frequently brings about tension and dread of disappointment. It is imperative to help students change their states of mind from showdown and rivalry to collaboration.

Sympathy is critical in correspondence. Compassion intends to place oneself in somebody else's circumstance to comprehend that individual's perspective. Students can utilize social techniques to create social comprehension and wind up mindful of contemplations and sentiments of others. Students can apply the procedure of coordinating with others by accomplishing something together in the dialect they are learning. Every day

phone discussion with a companion in the objective dialect is a case to work on tuning in and talking abilities.

Oral English Learning

The way toward enhancing ones information through research, working on, preparing or encountering the English dialect are only some key focuses in oral English learning. Studies have demonstrated that oral English taking in did begin from the western semantics (David Crystal & Simeon Potter, 2018). The majority of the analysts expressed that, oral English speculations helped them enhance their English procurement and their insight. In the system of oral English learning, understudies are the implementers, while instructors assume distinctive jobs amid this procedure. Instructors are conductors, controlling understudies to begin exercises. They are executives, planning situations for the exercises and allocating jobs to understudies. They are likewise pundits, assessing understudies' oral articulation fittingly. The suitability of jobs that educators play can change the customary oral English instructing which is instructor focused. Along these lines, instructors can build up understudies' drives to an expansive degree and enhance their capacities of oral articulation in English. Vocabulary is a basic part of dialect instructing. Discussing vocabulary, as indicated by Country (2001), "vocabulary isn't an objective in itself, it is done to enable student to tune in, talk, read or compose all the more adequately." Without having adequate vocabulary corpus, understudies think that it's hard to impart in any dialect, independent of the correspondence aptitude utilized or beneficial composition. Besides, with regards to talking, all the more frequently students dependably

discover troubles in communicating in English because of absence of vocabularies. The critical issues looked by the understudies make it difficult for them to talk with their constrained vocabulary.

As per Susanti (2007) as referred to by Lin SiewEng, et:al (2015), the dreary utilization of schedules in talking and concentrate the English dialect, and utilizing systems, for example, joining innovation, may manage understudies in expressing their contemplations unreservedly and apply the dialect they are utilizing without feeling saved, uneasiness or being misconstrued. Then again, as made reference to in the investigation of Yuehong Wei and Li Zhang (2013) that the oral dialect capacity accommodates with oral dialect aptitude and capacity. Fearlessness an incredible confidence in your capacity to accomplish something is called self-assurance. Self-assurance is characterized by Martinez and Estate (2017) as a sole segment of brain research, which identifies with the movement of dialect learning enhancement. It is said to be that fearlessness assumes an indispensable job in one's capacity to convey what needs be.

In the event that a man needs self-assurance, it could be a prevention for them to play out his/her assignment with this, dialect learning procedure can be influenced by various components. In an examination directed, Eldred et al., (2004) makes reference to these following components in particular the instructive frameworks, instructing and learning approaches, classroom conditions, instructive innovation, socio-social, understudies' experiences and also, passionate states of understudies and instructors. Never the less, these are only a few components that could influences the dialect learning process. The absence of fearlessness by a few understudies can be recognized not

only just by observing them how they perform in talking the English dialect, however it likewise happens when they are as of now mindful that their exchange with somebody not reasonable any longer. Nunan (1999) as referred to by Tsui pointed that if an understudy is encountering this inside themselves, they are well on the way to have correspondence worry. In the interim, He and Che (2010) as made reference to in the investigation of Nakhalah (2016) states that the earlier motivation behind why the understudies has low certainty is a direct result of their capacity to talk the English dialect. Something else additionally is the nonattendance of educators' inspiration towards the understudies (Dark colored, 2001). To give more accentuation on this idea, Dark colored says encourage that understudies decide learning demotivates them, as opposed to persuade. This implies as opposed to being an inspiration in the learning procedure of an understudy, the educator now at that point turns into a de-motivator.

To additionally address this issue, conceivable arrangements were made by a few analysts. Kubo (2009) recommended that instructors could give visit opportunities to the understudies to practice their articulations and sounds with the end goal for them to convey unreservedly. Besides Schulz (2007) said that this emotional factor is likewise imperative. On the off chance that the understudy will have the capacity to deal with this, it might give a major help in the understudy's capacity in obtaining the second dialect. He or she may can possibly grow prevalent level of advancement. Expertise and capacity the aptitude in talking the English dialect fluidly is one of the necessities that we should have in the field of 21st century educating.

Oral skills are weighed to be very important in learning a foreign language (Knight 1992 and Mäkelä 2005). A study in Finland among secondary schools which was conducted by Johanna Riihimäki (2009) a holistic process of evaluating one's idea cannot be seen based on their grammar or the way they use language that takes place in their mind. We must be able to judge them by observing the students capability in doing a given task. Looking into specific points, for example a student's pronunciation, accent, etc. is considered as the analytic way of assessing the students' skill and ability. On the other hand, Valkonen (2003:190) supported the thought that teachers will be capable of giving students accurate and helpful information in how to master the different areas of language learning with their different abilities with the help of analytic assessment.

As per Knight (1992), surveying talking abilities can cause issues in a classroom circumstance for example on account of the accompanying reasons: evaluating oral aptitudes requires time and hardware, the issue of finding beneficial and pertinent errands, and the issue of evaluating understudies reliably, despite the fact that the circumstances change. Moreover, Bachman (1991) additionally makes reference to the immense measure of varieties found in pretty much every dialect, so who chooses what standard we take a gander at, while surveying the dialect understudies create.

It is difficult to assess oral skills, and the most common reason for this was the lack of time, which again was the cause of big class sizes and tight schedule. It also seemed that the assessment they do is not consistent, and that there are a lot of personal differences between teachers, and these differences influence that classroom massively. When they did find time for

assessment, teachers focused mostly on aspects of oral language that are possible to assess even from a short utterance, such as vocabulary and pronunciation. This paper leaves a lot of room for future research, more precise questions are needed, more participants would give a more reliable outcome and also students' opinion was not asked in this study. Furthermore, it would be interesting to study what kind of an effect the new optional oral course will have to the teaching and assessment of oral skills in other courses. It would also be interesting to follow lessons, since I am sure that it would give a more overall view of the actual classroom situations.

Chapter 3

METHOD

This chapter presents the method and procedures used in the study, the research design, research subject, research instrument, the data gathering procedure and the statistical treatment of data.

Research Design

This study employed descriptive correlational method of research in investigating the problem. This method is designed to gather data, ideas, facts and relationship of different variables that exist. It was descriptive because the data presented was quantitative descriptions of language learning strategies and Oral English learning. It is correlation research because the independent variable, language learning strategies correlates to the dependent variable, Oral English learning. This research design is appropriate because it will measure not just only the current ideas, emotions, and actions in a given category of people as respondents, but it will be also measuring two or more variables and impose the proper relationship between or among them.

Research Subject

The present study was conducted at the UM Panabo College, Panabo city. The 33 English major students were the respondents. Approximately 85% were female 15% are male, the age bracket ranged from 18-22. The sampling method used was universal sampling.

Research Instruments

The major tool in the data gathering process was the survey questionnaire modified by the researchers which was from Alan Boyce with the effectiveness of increasing language learning strategy awareness for students studying English as a second language, Auckland University of Technology and Yuehong Wei & Li Zhang with the survey on barriers of oral English learning for college students in China. The survey questionnaire had two sets. The researchers modified some item of the questionnaires. During the survey the respondents were asked to evaluate the statements through checking the boxes appropriate to their responses.

The instrument was submitted first to the adviser for comments and suggestions after which experts were requested to validate the said questionnaire.

To determine the level of Language Learning Strategy the followingscales were used:

Scale	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	This means that the level of language learning strategies is used all the time.
3.41 – 4.20	High	This means that the level of language learning strategies is used most of the time
2.61 – 3.40	Moderate	This means that the level of language learning strategies is used in narrow

		occasions
1.81 – 2.60	Low	This means that the level of language learning strategies is used sometimes.
1.00 – 1.80	Very Low	This means that the level of language strategies is not used.

To determine the level of Oral English Learning the following scale were used:

Scale	Descriptive Equivalent	Interpretation
4.21 – 5.00	Very High	This means that the level of Oral English learning of the students is very satisfactory.
3.41 – 4.20	High	This means that the level of Oral English learning is Satisfactory.
2.61 – 3.40	Moderate	This means that the level of Oral English Language of the students is marginally satisfactory.
1.81 – 2.60	Low	This means that the level of Oral English learning of the students is less satisfactory.
1.00 – 1.80	Very Low	This means that the level of Oral English learning of the students is unsatisfactory.

Data Gathering Processes

In gathering data, the researchers took the following steps:

Letter of Request for Validation. An authorization was forwarded to the assigned validators who validated the presented questionnaire.

Letter of Request to Conduct a Study. A letter of permission was forwarded to the school director/personnel to allow the researchers conduct the study.

Administration of the Questionnaire. The test was administered by the researchers to the 3rd Year BSED-English students.

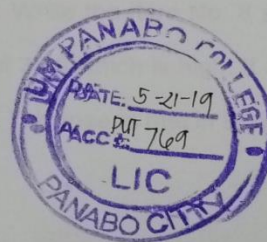
Collection of Responses and Scoring of Data. After the administration of the questionnaire was conducted, the data sheets were gathered and checked. Results were computed and tabulated.

Statistical Treatment of Data

For the interpretation of the data, the following statistical tools were used:

Mean. This was used to determine the level of the teachers' ability in using language learning strategies in the classroom discussion.

Pearson Product-Moment Correlation Coefficient. This was used to determine the relationship between the language learning strategy and oral English learning.



Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this chapter are the result of the study in answer to the questions in the previous chapter. The data presented both in tabular and textual forms.

Level of Language Learning Strategy

Presented in Table 2 is the Language learning strategy which has a grand mean of 4.18, with the descriptive equivalent of High. This implies that the level of language learning strategy is used most of the time. Several studies have confirmed that these methods or strategy aid students in turning into more practical learners within the school room and foster a lot of economic development of students' mastery of the target language once effort faculty (Wong and Nunan, 2011). Furthermore, the level of capability in language students relies upon the number and scope of procedures that they utilize, how they apply these systems and the suitability of utilized procedures for the errand. Understudies with more elevated amount of capability have less tension and they are more fearless (Khaldieh. as referred to in Chamot, 2004, p.18).

Data revealed that the Item No. 6 *practicing the sounds of English* got the highest mean of 4.39 which is very high. It implies that the item in the language learning strategy is used all the time. While the Item No. 8 *starting conversations in English* got the lowest mean of 3.90 which is high. It implies that language learning is used most of the time. This means that in Language

Table 2**Level of Language Learning Strategy**

Language Learning Strategy	Mean	Descriptive Equivalence
1. Connecting relationships between schema and new things in English	4.23	Very High
2. Using new English words in a sentence to remember them.	4.26	Very High
3. Connecting the sound of an English word and an image or picture of the world to help remember the word.	4.29	Very High
4. Remembering new English word by making a mental picture of a situation in which the word might be used.	4.23	Very High
5. Remembering the new words or phrases by memorizing their location on the page, on the board, or on a street sign.	4.06	High
6. Practicing the sounds of English.	4.39	Very High
7. Saying or writing new English words several times.	4.03	High
8. Starting a conversation in English.	3.90	High
9. Watching English language TV shows or go to movies with an English subtitle.	4.26	Very High
10. Writing notes, messages, letters, or reports in English.	4.13	High
Over-all Mean	4.18	High

Legend:

Scale**Descriptive Equivalent****4.20 – 5.0**

Very High

3.40 – 4.19

High

2.60 – 3.39

Moderate

1.80 – 2.59

Low

1.0 – 1.79

Very Low

acquisition strategy, they often used Cognitive strategies. These are maybe the most well-known techniques with dialect students. The objective dialect is controlled or changed by rehashing, breaking down or outlining. The four sets in this gathering are: Working on ,Getting and Sending Messages, Dissecting and Thinking, and Making Structure for Info and Yield. Rehearsing is the most imperative in this gathering which can be accomplished by rehashing, working with sounds and composing, and utilizing designs. The apparatuses of accepting and sending messages are utilized at the point when students attempt to locate the primary thought through skimming and filtering. It isn't important to check each word.

But in terms of starting a conversation using English language they don't want to talk first. Meaning, lack self-confidence. According to Oxford (1990) as cited by Alan Boyce 2010, Social Strategies - Social methodologies are essential in taking in a language since language is utilized as a part of correspondence furthermore, correspondence happens between individuals. Three arrangements of procedures are incorporated into this gathering: Making inquiries, Collaborating with others, and Relating to Others.

The remaining items are No. 3 *“Connecting the sound of an English word and an image or picture of the world to help remember the word.”* with the mean of 4.29, item No. 2 *“Using new English words in a sentence to remember them”* and No. 9 *“Watching English language TV shows or go to movies with an English subtitle”* both got the mean of 4.26, item No. 1 *“Connecting relationships between schema and new things in English”* and No. 4 *“Remembering new English word by making a mental picture of a situation in which the word might be used”* both got the mean of 4.23. Items

mentioned above describes as Very High which means that the level of language learning strategies is used all the time. On the other hand, item No. 10 "*Writing notes, messages, letters, or reports in English*" with the mean 4.13, item No. 5 "*Remembering the new words or phrases by memorizing their location on the page, on the board, or on a street sign*" with the mean 4.06, item No. 7 "*Saying or writing new English words several times*" with mean 4.03. All describes as High which means that the level of language learning strategies is used most of the time.

Level of Oral English Learning

Shown in Table 3 is the Oral English Learning which has a grand mean of 4.05, with the description of High which means that level of oral English learning is satisfactory. Study of Yuehong Wei and Li Zhang (2013) that the oral language capability conforms with oral language skill and ability. A great faith in our ability to do something is called self-confidence. Self-confidence is defined by Martinez and Villa (2017) as a sole section of psychology, which relates to the progression of language learning improvement.

Data revealed that the Item No. 6 *Eagerness to learn oral English well very much* got the highest mean of 4.45 which is very high and interpreted as the very satisfactory. While Item No. 2 *Mother tongue always interferes with oral English learning* got the lowest mean of 3.74 means high and interpreted as satisfactory. Therefore, the thoughts of Martinez and Villa (2016) towards self-confidence is right where according to them, self-confidence as a sole section of psychology, which relates to the progression of language learning improvement. It is said to be that self-confidence plays a vital role in one's

Table 3
Level of Oral English Learning

Oral English Learning	Mean	Descriptive Equivalence
1. Having emotional influence to oral English	4.10	High
2. Having another tongue that is always interferes with oral English learning.	3.74	High
3. Teaching methods in the oral English by the teacher has an effect to oral English performance.	4.13	High
4. Thinking differences influence oral English learning largely.	4.13	High
5. Relying on teachers in the oral English achievements.	3.97	High
6. Having eagerness to learn oral English well very much.	4.45	Very High
7. Going abroad as the purpose of improving oral English.	3.77	High
8. Thinking that the most difficult is how to differ the meaning of words in oral English learning.	4.23	Very High
9. Learning oral English to find a good job.	4.03	High
10. Learning oral English to get a high mark in final examination.	3.97	High
Over-all Mean	4.05	High

Legend:	Scale	Descriptive Equivalent
	4.20 – 5.0	Very High
	3.40 – 4.19	High
	2.60 – 3.39	Moderate
	1.80 – 2.59	Low
	1.0 – 1.79	Very Low

ability to express themselves. If a person lacks self-confidence, it could be a hindrance for them to perform his/her task with this, language learning process can be affected by different elements. Furthermore, According to Susanti (2007) as cited by Lin SiewEng, et:al (2015), the repetitive usage of routines in talking and studying the English language, as well as using techniques such as incorporating technology, may guide students in stating their thoughts freely and apply the language they are using without feeling reserved, anxiety or being misinterpreted.

On the other hand, Mother tongue always interferes with oral English learning. Mother tongue interference can be seen as a transfer that affects learning both negatively and positively. According to Mede, Tatal, Ayaz, Çalışır and Akın (2014) there is high probability of cross-linguistic influence in second language acquisition and this influence may cause some errors, which are caused by negative transfer. Manrique (2013) stated that mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language.

The remaining items are item No. 8 *Thinking that the most difficult is how to differ the meaning of words in oral English learning* with mean of 4.23 and describe as Very High, this means that the level of Oral English learning of the students is observed at all times. Item No. 3 *Oral English teachers' teaching methods effect to oral English performance* and Item No. 4 *Thinking differences influence oral English learning largely* both with mean of 4.13, Item No. 1 *Emotional influence to oral English* with the mean of 4.10, Item No. 4.03 *Learning oral English to find a good job* with the mean of 4.03, Item No. 5

Oral English achievements mainly rely on teachers and item No. 10 Learning oral English to get a high mark in final examination both with the mean of 3.97, Item No. 7 Improving oral English is to go abroad. All describes as High which means that this means that the level of Oral English learning is observed most of the time.

Significant Relationship between Language Learning Strategy and the Students' Oral English Learning

Presented in Table 4 is the significant relationship between language learning strategies and oral English language. The R-value is 0.453 and the P-value of 0.009 is less than 0.05. Therefore, null hypothesis is rejected, it means that there is significant relationship between the two variables.

It implies that the study is anchored on a combine theory of Yuehong Wei & Li Zhang (The Survey on Barriers of Oral English Learning for College Students in China, 2013) and Alan Boyce (The effectiveness of increasing language learning strategy awareness for students studying English as a second language, 2010), which stated that oral language learning is about one's skill and ability in using the English language (Yuehong Wei & Li Zhang, 2013), while helping other people to learn effectively a new or foreign language is augmenting as a significant task to those who are skilled and qualified in the field regularly sought after by language learners and learning institutions alike (Alan Boyce). Taking into considerations, the different language learning strategies used by the teachers have is important in the oral English language acquisition of the students.

Table 4

**Significant Relationship between Language Learning Strategies and
Oral English Learning**

Correlation Coefficient

	Oral English Learning
Language Learning Strategies	0.453*

P-value (0.009) < 0.05

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter represents the summary of findings, conclusions, and recommendation of the study.

Summary of Findings

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

1. The Level of Language Learning Strategy among 3rd Year BSED-English students in UM Panabo has an over-all mean of 4.18 interpreted as used most of the time.

2. The Level of Oral English learning among 3rd Year BSED-English students in UM Panabo has an over-all mean of 4.05 interpreted assatisfactory.

3. The computed r-value between Language Learning Strategy and Oral English learning of among 3rd Year BSED-English students in UM Panabo is 0.453 and the P-value of 0.009 is less than 0.05. Ergo null hypothesis is rejected.

Conclusions

Based on the result of the data collected, the researchers have resolved the following:

1. The level of Language Learning Strategy of 3rd Year BSED-English students of UM Panabo College is High.

2. The Level of Oral English Learning of 3rd Year BSED-English students of UM Panabo College is High.

3. There is Significant Relationship between Language Learning Strategy and Oral English Learning of 3rd Year BSED-English students of UM Panabo College.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were drawn:

1. Teacher may employ activities that could boost their confidence to begin a conversation in English or teacher may ask some basic questions. It is one way to improve our communication skill in English.
2. Teachers must recognize this difficulty where mother tongue is an interference to language learning and plan a language exercises, activities or enhancement program that will help learners overcome the latter.
3. Further study of Language Learning Strategy and Oral English Learning maybe conducted to validate the result of the study.



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APPENDIX A

LETTER OF PERMISSION TO CONDUCT THE STUDY

August 7, 2018

DR. LIEZEL V. CHAN *th. Chan 8/14/18*
Dean of College
UM Panabo College
P.N. Arguelles St., Panabo City

Dear Ma'am:

Good day!

The under designed are 4th year BSED-English students of UM Panabo College who are conducting a research entitled "**Effectiveness of Increasing Language Learning Strategy and Oral English Learning among 3rd year BSED-English Students**".

In line with this, we are humbly asking for your permission to allow us to conduct our study. We assure that the data shall be treated with almost confidentiality.

We highly appreciate your positive response to this matter.
Thank you and God bless.

Respectfully yours,

XYRAHZIAL M. ALAS

[Signature]
ARBBIE B. BATOY

Noted by:

[Signature]
CELSO L. TAGADIAD, Ph. D.
Adviser

APPENDIX B-1
LETTER FOR VALIDATION

August 7, 2018

PROF. JEANILYN E. TACADENA
Faculty
UM Panabo College

Ma'am:

Greetings!

You are one of the chosen expert validators of our questionnaire entitled **"Effectiveness of Increasing Language Learning Strategy and Oral English Learning among 3rd year BSED-English Students"** of private institution in Panabo City.

In view of this, it would be very much appreciated if you can share your expertise by rating its content. It is a great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the said questionnaire.

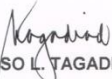
Thank you very much for your support and valuable contribution on this request.

Respectfully yours,


XYRAHZIAL M. ALAS


ARBBIE B. BATOY

Noted by:


CELSO L. TAGADIAD, Ph. D.
Adviser

APPENDIX B-2

August 7, 2018

DR. AMELIE L. CHICO
Faculty
UM Panabo College

Ma'am:

Greetings!


You are one of the chosen expert validators of our questionnaire entitled "**Effectiveness of Increasing Language Learning Strategy and Oral English Learning among 3rd year BSED-English Students**" of private institution in Panabo City.

In view of this, it would be very much appreciated if you can share your expertise by rating its content. It is a great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the said questionnaire.

Thank you very much for your support and valuable contribution on this request.

Respectfully yours,

XYRAHZIAL M. ALAS


ARBIE B. BATOY

Noted by:


CELSO L. TAGADIAD, Ph. D.
Adviser

APPENDIX B-3

August 7, 2018

DR. MARIESEL A. LAUREL
Faculty
UM Panabo College

Ma'am:

Greetings!


You are one of the chosen expert validators of our ^{study} questionnaire entitled **Effectiveness of Increasing Language Learning Strategy and Oral English Learning among 3rd year BSED-English Students** of private institution in Panabo City.

In view of this, it would be very much appreciated if you can share your expertise by rating its content. It is a great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the said questionnaire.

Thank you very much for your support and valuable contribution on this request.

Respectfully yours,

XYRAHZIAL M. ALAS




ARBIE B. BATOY

Noted by:


CELSO L. TAGADIAD, Ph. D.
Adviser

APPENDIX C-1

EXPERTS' VALIDATION SHEETS

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch QUESTIONNAIRE VALIDATION SHEET																																																
Title of Research: <u>Predictors of Increasing Language Learning Strategy and Oral English</u> Proponents: <u>Xyrahziel Mas. Ardic Babay Learning along 7th yr. BEED-BU student</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																	
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<div style="display: flex; align-items: center;">  <div style="text-align: left;"> <u>JENNIFER E. TRACER, MACE</u> Signature Above Printed Name </div> </div>																																																	

APPENDIX D

QUESTIONNAIRE ON LANGUAGE LEARNING STRATEGY AND ORAL ENGLISH LEARNING






**Questionnaire on
Language Learning Strategies and Oral English Learning**
(By Alan Boyce (2010) and Yuehong Wei & Li Zhang (2015))

Name _____ Year Level _____


Direction: Please answer the items honestly using the given parameter below.
5 Strongly agree 4 Agree 3 Neutral 2 Disagree 1 Strongly disagree

PART1 – Language Learning Strategy	5	4	3	2	1
1. I think of the relationships between what I already know and new things I learn in English.					
2. I use new English words in a sentence so I can remember them.					
3. I connect the sound of an English word and an image or picture of the world to help me remember the word.					
4. I remember a new English word by making a mental picture of a situation in which the word might be used.					
5. I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.					
6. I practice the sounds of English.					
7. I say or write new English words several times.					
8. I start conversations in English.					
9. I watch English language TV shows spoken in English or go to movies spoken in English.					
10. I write notes, messages, letters, or reports in English.					
PART 2 – Oral English Learning	5	4	3	2	1
1. My affection always influences my oral English.					
2. My mother language always interferes with oral English learning.					
3. Oral English teachers' teaching methods always affect my oral English performances.					
4. The thinking differences influence oral English learning largely.					
5. The oral English achievements mainly rely on teachers.					
6. I want to learn oral English well very much.					
7. The purpose of improving oral English is to go abroad.					
8. I think the most difficult is how to differ the meaning of words in oral English learning.					
9. The purpose of improving oral English is to find a good job.					
10. The purpose of improving oral English is to get a high mark in final examination.					

APPENDIX E
CERTIFICATE OF GRAMMARIAN

	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
Date: <u>December 3, 2018</u>	
ENDORSEMENT (for the submission of manuscript for editing)	
This is to endorse the manuscript of following students for editing:	
Title: <u>Effectiveness of Increasing Language Learning Strategy and Oral English Learning among BSPD-English 3rd Year</u>	
Researchers: <u>Arbelle P. Baboy</u> <u>Xyrophial M. Alas</u>	
 CELSO TAGADIAD Adviser's Name & Signature	Attested by:  <u>Maribel M. Lawan</u> Subject Teacher's Name & Signature
	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
Certification	
<i>This is to certify that the thesis manuscript/feasibility study/business plan entitled</i> <u>"Effectiveness of Increasing Language Learning Strategy and Oral Eng Learning"</u> <i>prepared and submitted by</i> <u>Arbelle P. Baboy, Xyrophial M. Alas</u> <u>has</u> <i>been reviewed and edited by the undersigned according to the format and standards</i> <i>prescribed by the UMPC Research.</i>	
 RHEVA VALTELLA TORONEL, MAED Name and Signature of Editor	

APPENDIX F-1

 **UM**
The University of Mindanao

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City


Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Effectiveness of Increasing Language Learning Strategy and Oral English Learning"

during the period 10/20/18
(State inclusive dates)

Attest: [Signature] Maribas
Name and Signature of Authorized Personnel

 **UM**
The University of Mindanao

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance


This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Effectiveness of Increasing Language Learning Strategy and Oral English Learning"

during the period 10/20/18
(State inclusive dates)

Attest: [Signature]
Name and Signature of Authorized Personnel

APPENDIX F-2

 **UM**
The University of Mindanao


UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City


Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Effectiveness of Increasing Language Learning Strategy
and Oral English Learning"

during the period 10/30/18
(State inclusive dates)


LORE MAE CRUZ
Name and Signature of Authorized Personnel

 **UM**
The University of Mindanao


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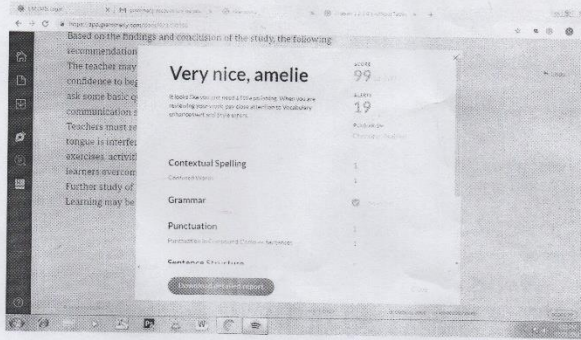
This is to certify that the students whose names are listed below have appeared at the _____ and conducted Survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "Effectiveness of Increasing Language Learning Strategy
and Oral English Learning"

during the period 10/40/18
(State inclusive dates)

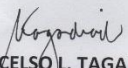

GRENIE TAN GKE
Name and Signature of Authorized Personnel

GRAMMARLY RESULT

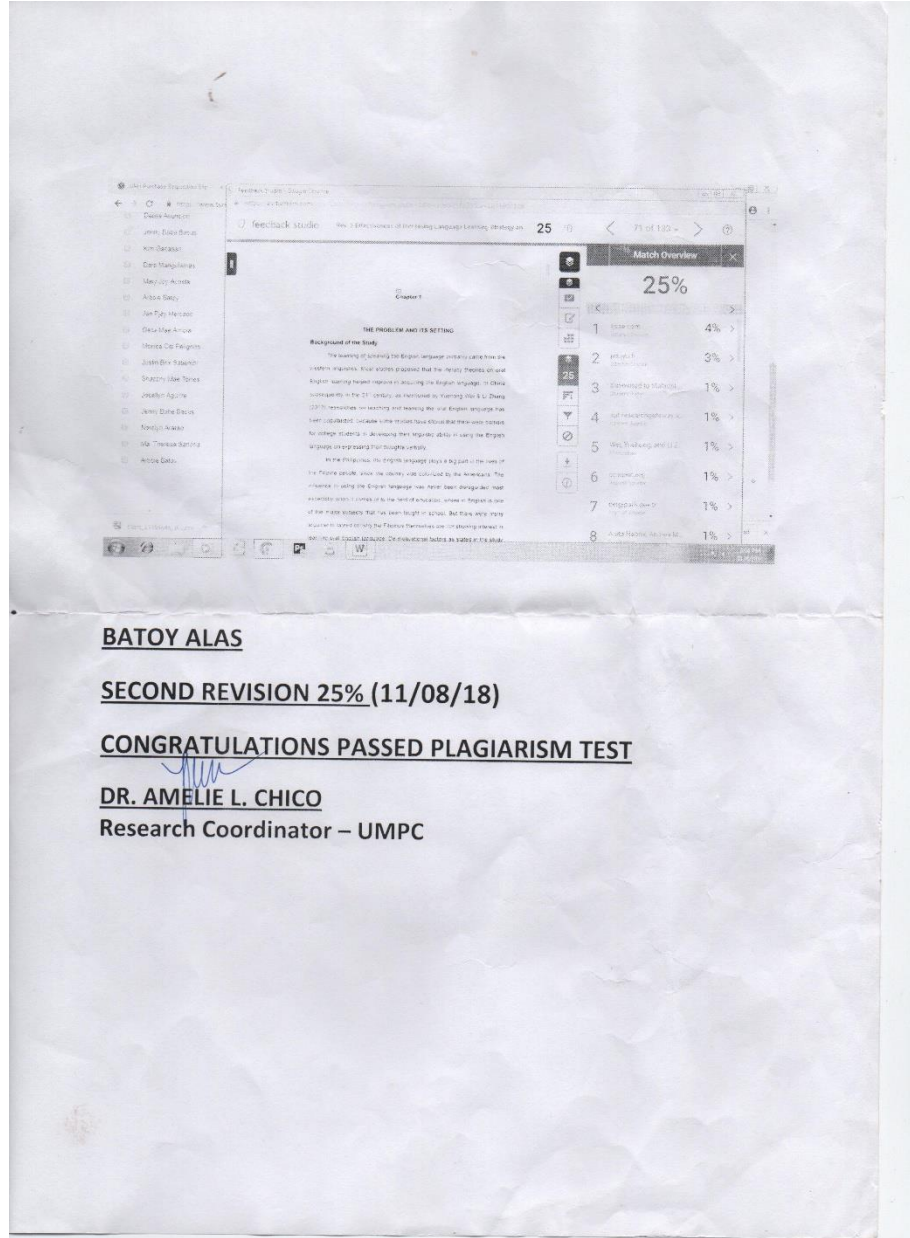


BATOY/ALAS

CONGRATULATIONS GRAMMARLY RESULT 99%


DR. CELSO L. TAGADIAD
ADVISER

PLAGIARISM TEST



BATOY ALAS

SECOND REVISION 25% (11/08/18)

CONGRATULATIONS PASSED PLAGIARISM TEST

DR. AMELIE L. CHICO

Research Coordinator – UMPC

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Language Spoken	:	Bisaya, Talgalog, English
Father's Name	:	Rolando T. Alas
Mother's Name	:	Mary Joy M. Alas

EDUCATIONAL BACKGROUND

Course	Bachelor of Secondary Education major in English
Tertiary	University of Mindanao Panabo College 2018-To present
Secondary	Carmen National High School Brgy. Ising Carmen, Davao del Norte

2012-2013

Elementary

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Department of Teacher Education
2017-2018

Feature Editor
Lumina
2018-To Present

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Mother's Name	:	Laarni M. Buned

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Elementary	Rizal Elementary School 2008-2009

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FETA (Future English Teacher Association)

Business Manager

During 1st year to 3rd Year

CCL (Christian Campus Life)

Vice President

During 3rd to Present Year