



## English grammar skills and academic performance of senior high school students

Conocimientos de gramática inglesa y rendimiento académico en estudiantes de secundaria

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### ABSTRACT

The incorrect usage of English grammar might be one of the problems in using the English language that most people face, especially students, in terms of writing and speaking. The primary purpose of this study was to determine the relationship between English grammar skills and the academic performance of Grade 11 Humanities and Social Sciences students. In this study, researchers used the descriptive-correlational approach to depict the demographic makeup and determine the relationship between the two variables. The statistical methods utilized include weighted mean, standard deviation, frequency percentage, and Pearson's  $r$  to investigate the correlation between English Grammar and respondents' academic performance. The findings revealed a significant relationship between English grammar skills and the academic performance of Grade 11 HUMSS students. English grammar instruction tailored to Grade 11 HUMSS students should be enhanced, and grammar should be integrated across subjects to improve their academic performance. Additionally, providing individualized support can further facilitate the development of students' grammar skills.

**Keywords:** English grammar skills, academic performance, descriptive-correlational study, Philippines.

### ARTICLE HISTORY

**Received:** 2024-04-30

**Revised Version:** 2024-06-28

**Accepted:** 2024-07-30

**Published:** 2024-08-24

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**Document type:** Article

### ARTICLE INFORMATION

**Main topic:**

English grammar skills

**Main practical implications:**

Other researchers can utilize this study as a starting point and related literature for their research on the correlation of English grammar skills and Academic performance of students. Additionally, the findings of the study can enlighten students about the influence of English grammar on their academic success.

### RESUMEN

El uso incorrecto de la gramática inglesa puede ser uno de los problemas al utilizar el idioma inglés que enfrenta la mayoría de las personas, especialmente los estudiantes, en términos de escritura y habla. El objetivo principal de este estudio fue determinar la relación entre las habilidades gramaticales inglesas y el rendimiento académico de estudiantes de Humanidades y Ciencias Sociales del grado 11. En este estudio, los investigadores utilizaron el enfoque descriptivo-correlacional para representar la composición demográfica y determinar la relación entre las dos variables. Los métodos estadísticos utilizados incluyen media ponderada, desviación estándar, porcentaje de frecuencia y  $r$  de Pearson para investigar la correlación entre la gramática inglesa y el rendimiento académico de los encuestados. Los hallazgos revelaron una relación significativa entre las habilidades gramaticales inglesas y el rendimiento académico de los estudiantes de HUMSS del grado 11. Se debe mejorar la instrucción de gramática inglesa adaptada a los estudiantes de HUMSS del grado 11, y se debe integrar la gramática en todas las materias para mejorar su rendimiento académico. Además, brindar apoyo individualizado puede facilitar aún más el desarrollo de las habilidades gramaticales de los estudiantes.

**Palabras clave:** Gramática inglesa, rendimiento académico, estudio correlacional descriptivo, Filipinas.

## INTRODUCTION

The English language has five macro skills: speaking, listening, viewing, reading, and writing. Mastering these skills also requires a strong understanding of grammar to communicate and comprehend information effectively. Grammar refers to the correct structure of sentences and the correct usage of verb tenses. Incorrect grammar can make a sentence incorrect and difficult to understand. Globally, English is used extensively in the development of educational systems. Acquiring knowledge of grammar is essential for learning English. Learning grammar is necessary for the language to be practiced correctly. English writing is considered a vital part of students' academic lives. Several grammatical errors and difficulties appear among students when learning English due to their poor knowledge and experience with lexis and grammar in their daily lives (Ajaaj, 2022). For most ESL learners in Malaysian schools, learning English grammar is difficult due to the need for allocated time for English lessons and the complexity of learning the language, especially its grammatical components (Leng et al., 2021). Additionally, many students need help understanding the material taught in English, posing a significant challenge for them. Their difficulty with English grammar is often cited as a major factor in their academic struggles, especially in programs conducted solely in English (Devi, 2022).

English is crucial in the Philippine education system as the country increasingly uses it. Filipinos' English proficiency has become a strength, contributing to the country's economic growth (Alova et al., 2020). Students need help with grammar, primarily due to the limited use of English, even at home, impacting their academic performance. In the Philippines, grammar is considered fundamental to language, regardless of spoken language. A firm grasp of grammar enhances communication, making messages more transparent and improving the likelihood of being understood. Additionally, proficiency in grammar allows individuals to produce high-quality writing (Amilda et al., 2020).

In Davao City, writing in a second language is more complicated than learning other language abilities. Writing has traditionally been regarded as teaching students that they need to improve their grammar skills and help them use the correct language (Badayos et al., 2023). Despite the advancements and changes in education due to the new normal, students encountered challenges in understanding grammar principles and applying them in writing compositions (Sarcon & Billones, 2021). English Grammar Skills played a crucial role in shaping students' capabilities and knowledge, enabling them to develop critical thinking skills necessary for using English as their secondary language. Only a few studies about the relationship between English grammar Skills and academic performance exist. This study aimed to fill the gap in existing knowledge about the relationship between English Grammar Skills and Academic Performance of Senior High School Students at Santa Cruz National High School – Senior High School. This study addressed the gap by exploring how English Grammar Skills influenced students' academic performance.

The findings of this study were a valuable and significant basis for the following individuals: Principal, as the study assisted the School Principal in developing a comprehensive plan by implementing programs that could enhance students' English Grammar Skills; Educators, as it helped educators find activities related to enhancing English Grammar skills; Students, as the study helped students understand the importance of English Grammar skills to their academic performance; and future Researchers, as the study provided insight into this problem or issue, leading to continuous innovation of different solutions.

### Statement of the Problem

This study aimed to determine the relationship between English Grammar Skills and Academic Performance among Senior High School Students. It sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Gender and;
  - 1.2 Age?
2. What is the level of English Grammar Skills of Humanities and Social Sciences students?
3. What is the level of Academic Performance of Humanities and Social Science students in terms of:
  - 3.1 Oral Communication and;
  - 3.2 English for Academic and Professional Purposes?
4. Is there a significant relationship between English Grammar Skills and the Academic Performance of Humanities and Social Sciences Students?

## METHODOLOGY

This section summarizes the methods and procedures employed to carry out this investigation. It encompasses the population and sampling, data collecting, research design, reliability, analysis and interpretation, and ethical considerations

applied in this investigation.

### Research Design

The study used a quantitative approach. It employed a descriptive-correlational research design, which, according to Quaranta and Spencer (2015), describes the relationships between variables without seeking the cause and effect of one variable on another. The study described the participants' age and gender. It involved contrasting or comparing variables and seeking connections between already-existing, non-manipulated variables. Descriptive-correlational research involved examining respondents' profiles and their level of English grammar skills and academic performance.

### Population and Sampling Method

The participants of the study were the Grade 11 students under the Humanities and Social Science Strand who were enrolled in School Year 2023 - 2024. After identifying the target population, the researchers determined the appropriate sample size of respondents. A stratified random sampling method was employed, aiming to select individuals who could effectively represent the characteristics of the population (Thomas, 2020). The total number of respondents in Grade 11 HUMSS was 204, and only 135 were chosen as respondents for the study based on Slovin's formula. Afterwards, snowball sampling was used to select the respondents in each stratum.

### Research Instrument

In this study, the research instrument consisted of two parts. Part I was the demographic profile survey, in which participants were asked about their age and gender. Part II of the questionnaire was adopted from the English Grammar Proficiency Test by Kinch (2011). A request was emailed to the author seeking approval and permission to utilize the specified questionnaire for the study. The English Grammar Proficiency Test measured academic performance and English grammar skills. There were 20-item questions in the questionnaire used to measure the English grammar ability of Grade 11 Humanities and Social Sciences students. Their responses were interpreted using the set scoring and interpretation criteria to determine the level of English grammar skills.

### Data Collection Procedure

The researchers sought permission from the school principal before conducting the study. They also sought permission from the Registrar to obtain the first-semester final grades of Grade 11 HUMSS students. After obtaining the list, the researchers sought permission again from the School Principal and Registrar before commencing the study. The importance of the respondents' participation was explained, and key terms were clarified to ensure well-informed responses. The researchers collected the questionnaires after the respondents completed the survey. After completing the questionnaire, the researchers gathered and tabulated the data for interpretation. Using the data, they formulated conclusions and recommendations for the study.

### Analysis and Interpretation

Descriptive statistics were used to calculate the mean scores, weighted mean, frequency, and percentage of the participants' demographic profiles to obtain the overall results of the respondents. Pearson's correlation analysis was used to examine the hypothesis concerning the relationship between English Grammar Skills and the Academic Performance of Senior High School Students. Pearson's correlation analysis was employed to ascertain the association between students' English Grammar Skills and Academic Performance, using a significance level of 0.05. The Statistical Software Package (SPSS) was utilized to obtain the computation results.

## RESULTS AND DISCUSSION

This study presented data in a tabular paradigm with numerical and qualitative descriptions. The information was organized to provide clear and accurate insights to the readers.

**Table 1.** Demographic Profile of Students According to Age

Age	f	Percent
16	68	50.4
17	57	42.2
18	8	5.9
19	2	1.5
Total	135	100

Source: Authors' elaboration with the research data

Table 1.1 shows the Demographic Profile of Senior High School Students according to age. The table presents the total population of Grade 11 Humanities and Social Sciences students, 135, and their age, frequency, and percentage. It reveals that 50.4 per cent of the respondents are 16 years old, followed by 42.2 per cent who are 17 years old, 5.9 per cent who are 18 years old, and 1.5 per cent who are 19 years old. This implies that most of the respondents who were part of the study were 16 years old.

**Table 1.2** Demographic Profile of Students According to Gender

Gender	f	Percent
Male	48	36
Female	87	64
Total	135	100

**Source:** Authors' elaboration with the research data

Table 1.2 shows the Demographic Profile of Students according to gender. Of the 135 participants, 64 per cent are female, while 36 per cent are male. This implies that the majority of the respondents are female. According to Alova (2022), females have a higher level of grammar proficiency than men. Moreover, students in the Global North have revealed that girls have secured better grades than boys at school (Ullah, 2019).

**Table 2.** Level of English Grammar Skills

f	Interpretation
0	Very High
0	High
51	Average
63	Fair
21	Poor

**Source:** Authors' elaboration with the research data

Table 2 displays the levels of English Grammar skills among the respondents. Sixty-three students achieved a fair level, 51 achieved an average level, and 21 achieved a poor level. None of the students achieved a high or very high level. These findings align with the study conducted by Roca and Manla (2023), where respondents demonstrated a fair level of grammatical competence. Their study also highlighted common concerns regarding students' mastery of grammar, emphasizing the need for greater engagement in grammar application, which encompasses applying rules at both the word and sentence levels. According to Albarico (2021), teaching English grammar is essential for students to develop language usage skills.

**Table 3.** Level of Academic Achievement in Overall

Learning Area	Mean	Standard Deviation	Interpretation
Oral Communication	89.28	3.88	Very Satisfactory
English for Academic and Professional Purposes	86.74	3.77	Very Satisfactory
Academic Performance	88.22	3.30	Very Satisfactory

**Source:** Authors' elaboration with the research data

Table 3 reveals students' academic performance levels in the first semester. The table shows that the mean for Oral Communication is 89.28, and the standard deviation is 3.88, which was interpreted as very satisfactory. On the other hand, English for Academic and Professional Purposes has a mean of 86.74 and a standard deviation of 3.77, which was also interpreted as very satisfactory. When combining the two subjects, the mean is 88.22, and the standard deviation is 3.30, again interpreted as very satisfactory. Similar results, as reported by Magbanua (2016), their results indicate that students exhibited a "very satisfactory" level of English proficiency, particularly concerning grammar.

**Table 4.** Correlation of English Grammar Skills and Academic Performance of Students

Independent Variable (English Grammar Skills)	Dependent Variable (Academic Performance)	P-value	Significance of Relationship
English Grammar Skills	First Semester GWA Grades	0.001	Significant

**Source:** Authors' elaboration with the research data

Table 4 reveals the correlation between English Grammar Skills and the Academic Performance of Students. The two variables have a Pearson's  $r$  value of 0.001, which is lower than the margin of error 0.05, suggesting a significant relationship between the two variables. Therefore, Grade 11 HUMSS students with high grades in their first semester also have high English grammar skills. This means that English grammar skills are one of the factors that can contribute to the academic performance of senior high school students.

Rudd and Honkiss (2022) supported the study's findings and found that English proficiency and GPA attainments have a highly positive relationship. The researchers recommended that school administrators prioritize second language learning and actively include it in academic programs, as the cognitive benefits could lead to better overall academic performance. Additionally, students' academic performance is significantly influenced by their grammar skills, particularly in reading comprehension, oral communication, and sentence construction (Amilda et al., 2022). Moreover, in the study by Tambusai and Hasibuan (2022), there was a correlation between students' proficiency in grammar and their success in writing achievements. Similarly, Betoni and Ulfaika (2020) conducted a study on the correlation between students' grammatical mastery and writing achievement. The results showed a significant relationship between students' grammatical mastery and writing achievement. However, Albarico's study (2021) revealed no significant relationship between English language proficiency and students' grammatical skills. The results indicate the need for recommended intervention methods to enhance students' English language proficiency while raising awareness about their grammatical skills and overall language abilities. Furthermore, the results showed no significant relationship between students' achievement and the use of grammar learning strategies (Jameel & Mahmood, 2023).

## CONCLUSIONS

Upon collecting all results, the study's preceding findings led to the following conclusions: Since there is a significant relationship between the two variables (English Grammar Skills and Academic performance), English Grammar Skills are one of the significant factors contributing to the student's academic performance.

The outcome of English Grammar Skills towards academic performance was found to be positively significant, which means that if the students have high English Grammar Skills, they also have high Academic Performance. This implication suggests that students with higher English Grammar Skills are equated to higher academic performance.

Furthermore, the study found that English Grammar Skills influence academic performance. An increase in the former may increase the latter. As English Grammar Skills have become part of students' academic journey, they are also connected to students' school performance.

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**Contribution of each author to the manuscript:**

Task	% of contribution of each author				
	A1	A2	A3	A4	A5
A. theoretical and conceptual foundations and problematization:	20%	20%	20%	20%	20%
B. data research and statistical analysis:	20%	20%	20%	20%	20%
C. elaboration of figures and tables:	20%	20%	20%	20%	20%
D. drafting, reviewing and writing of the text:	20%	20%	20%	20%	20%
E. selection of bibliographical references	20%	20%	20%	20%	20%
F. Other (please indicate)	-	-	-	-	-

**Indication of conflict of interest:**

There is no conflict of interest

**Source of funding**

There is no source of funding

**Acknowledgments**

There is no acknowledgment