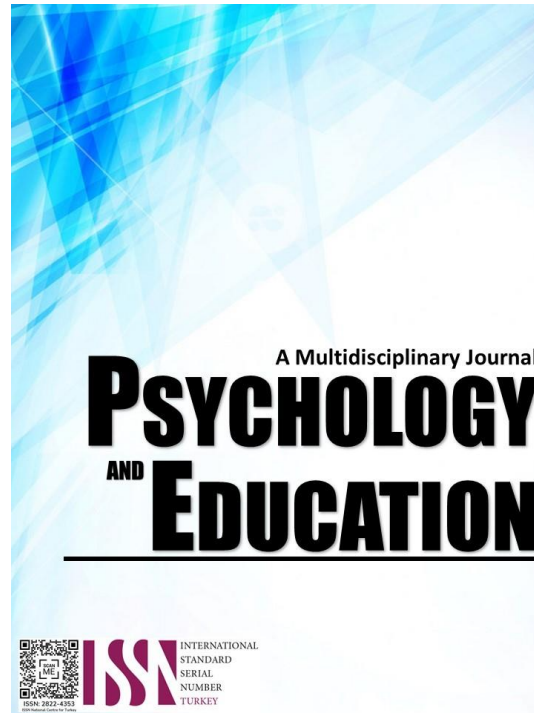


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Vocal Facility and Listening Retentivity of BSED English Major Students

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Abstract

Speaking is one of the four basic communication competences that the students should gain well. This descriptive study aimed to determine the level of vocal facility and listening retentivity of the Second Year and Fourth Year English Majors of ISCOF Main Poblacion Campus when taken as a whole and when grouped as to year level. Using Audio Recording tape and questionnaire as instrument to gather data and administered 30 students at ISCOF Main Poblacion Campus who served as respondents, and employing the statistical tools of percentage, mean and t-test, the findings revealed that the vocal facility and listening retentivity when taken as a whole is “excellent”. The listening retentivity and vocal facility of both grouped: 2nd year and 4th year English Majors Students were “excellent”, Finally, the study revealed that there was no significant difference in the vocal facility and listening retentivity when grouped as to year level.

Keywords: *english language, vocal facility, listening retentivity, second year and fourth year english students english majors*

Introduction

Outside the classroom, listening is used as twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used skills. They are recognized as critical for functioning in English language context, both by teachers and by learners. Further, with the drive to incorporate workplace reading skills into adult English as a Second Language (ESL) instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving (Brown, 2011).

In the study of Abonado (2012) entitled “Level of Oral Communication Skills of Freshmen College of Education Students”, the finding of the study revealed that the level of oral communication skills of the respondents were “poor”. As English Majors, they need to be proficient in these skills. They say, a good speaker is a good listener. It is a must for English Majors to be a good listener and good speakers.

Research Questions

This study aimed to determine the vocal facility and listening retentivity of the Second Year and Fourth Year English Majors students at Iloilo State College of Fisheries-Main Poblacion Campus for Academic Year 2018-2019.

Specifically, it sought answers to the following questions:

1. What is the year level of vocal facility of the respondents when taken as a whole and when grouped

as to year level?

2. What is the level of listening retentivity of the respondents when taken as a whole and when grouped as to year level?

3. Is there a significant difference in the vocal facility of the respondents when grouped as to year level?

4. Is there a significant difference in the listening retentivity of the respondents when grouped as to year level?

Methodology

Research Design

Descriptive research was used by the respondents in the study. According to Aquino (2012) descriptive research is the fact-finding with adequate interpretation. The descriptive method is something more and beyond data gathering, the latter is not reflective thinking or research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption. Furthermore Manuel and Mendel (2011) define descriptive research that involves description, recording, analysis, and interpretation of the present nature, composition or process of phenomena. The focus is on prevailing conditions, or how a person, group, or thing behaves or functions in the present. Often involves some type of comparison or contrast.



Locale of the Study

This study was conducted at Iloilo State College of Fisheries, Main Poblacion, Barotac Nuevo Campus, where researchers are taking up their course, Bachelor of Secondary Education Major in English. It is located at Ilaya 1st, Dumangas, Iloilo.

Respondents of the Study

The respondents of the study were the 22 Second Year and 17 Fourth Year English Majors for the Academic Year 2017-2018. They were utilized to test their vocal facility and listening retentivity. They were taken as an entire group.

Table 1. Profile of the Respondents

Category	N	%	
As a Year	Whole Level	39	100
2 nd Year		22	56.71
4 th year		17	43.59

Research Instrument

Students' vocal facility and listening retentivity were measured and gathered through as audio-taped recording of the researchers-made and Panel-validated questionnaire. The questionnaire consisted of (3) parts: the first part contains 20 words which are commonly mispronounced phrases; and the last parts are five (5) sentences with commonly mispronounced words. The questionnaire was partly taken from the UP Speech Diagnostic Test.

Data Gathering Procedure

The data were gathered using instrument which are Audio Recording tape and questionnaire consisted of words, phrases, and sentences that were partly taken from U.P. Speech Diagnostic Test. The researchers submitted the questionnaire to their thesis panel and adviser for validation. After their thesis panel and adviser analyzed and corrected their questionnaires researchers immediately requested for approval from the Dean for conducting the test in the respondents.

Results and Discussion

Level of Vocal Facility of the Respondents When Taken as a Whole

Table 2 shows that in terms of vocal facility when taken as a whole, the respondents were "excellent" with a mean of (102.79).

This shows that the respondents mastered these important skills in English that could help them to become good speakers and listeners someday.

Table 2. Vocal Facility of the Respondents When Taken as a Whole

Category	X	Interpretation
2 nd Year	102.79	Excellent
4 th Year		

Level of Vocal Facility of the Respondents When Taken as to Year Level

Table 3 shows the vocal facility of the respondents when grouped as to year level. Both the Second Year and the Fourth Year English Majors were excellent with the mean of 102.6364 and 103.00, respectively.

Table 3. Vocal Facility of the Respondents when Grouped as to Year Level

Category	X	Interpretation
2 nd year	102.64	Excellent
4 th year	103.00	Excellent

Level of Listening Retentivity of the Respondents When Taken as a Whole

Table 4 shows that the listening retentivity of the respondents when taken as a whole is "excellent" with the mean of 109.3846.



Table 4. *Listening Retentivity of the Respondents When Taken as a Whole*

Category	X	Interpretation
2 nd year	109.38	Excellent
4 th year		

Level of Listening Retentivity of the Respondents When taken as to Year Level

Table 5 shows that the listening retentivity of the respondents when grouped as to year. Both the Second Year and Fourth Year English Majors were “Excellent” with the mean of 108.4091 and 110.6411, respectively.

Table 5. *Listening Retentivity of the Respondents when Grouped as to Year Level*

Category	X	Interpretation
2 nd year	108.41	Excellent
4 th year	110.64	Excellent

Difference in the Level of the Vocal Facility of the Respondents When Grouped as to Year Level

Table 6 shows the t-test result. It shows that there was no significant difference in the speaking ability of the respondents when grouped as to year level t-value: 1.360 and >

0.05. This means that the level of speaking ability of the 3rd Year and 4th Year are the same.

Table 6. *Shows the data t-test Result of the Level of the Vocal Facility of the Respondents When Grouped as to Year Level*

Category	df	t	p	Interpretation
2 nd year	38	0.191	0.849	Not Significant
4 th year				

Conclusion

Based on the findings, it was concluded that since the respondents as a whole and according to year level were excellent, it is simply showed that both Second Year and Fourth Year are good speakers and listeners. The capable of and at the same time qualified being English Majors. Likewise the teachers also exerted efforts to teach them very well.

The result further revealed that there were no significant differences exerted in the level of vocal facility and listening retentivity of the respondents when grouped as to year level. This implied that both the Second Year and Fourth Year students have the same level of vocal facility and retentivity despite of their year level.

In view of previous conclusions, the following recommendations were forwarded: The teachers are encouraged to continue to inspire their students to develop their vocal facility and listening retentivity. The parents must continue motivating their children to discover their potential in speaking and listening. English Majors are also encouraged to continue practicing their skills both in speaking and listening so that they could land a better job in any English or Language related field after graduation. Since the English Majors are excellent speakers and listener, the school must guide these students with possible job placement related to their field after graduation.

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