LEVEL OF SPEAKING PROFICIENCY AND PROFILE FACTORS OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The study aimed to determine the speaking proficiency of the students along the following language components: content, fluency, grammar, pronunciation, and vocabulary. It also determined the students' sociographic profile, academic profile, and affective profile. Frequency distribution, percentages, means and Pearson Moment Correlation were used to describe the results of the study. The result revealed that Most of the respondents are 17 years old, females and they speak Waray at home. Their most available learning materials at home are books. More than half of the students take Technical-vocational track and their general average in all English subjects is at a Very Satisfactory level. The students' attitude towards speaking English is favorable and their motivation to speak English and self-confidence are high. The students' level of speaking skill is proficient in terms of pronunciation, but only moderately proficient in terms of content, fluency, grammar, and vocabulary. Their overall average in all English-related subjects is significantly correlated with their degree of speaking skill in terms of content, fluency, grammar, pronunciation, and vocabulary. Hence, it is recommended that English teachers should provide varied and communicative speaking activities which focus on the development of content, fluency, grammar, pronunciation, and vocabulary. Students are encouraged to participate actively on the activities given by the teacher to attain better grades in all English subjects.

Keyword Terms: speaking proficiency, content, grammar, vocabulary, fluency, pronunciation, oral communicative activities.

I. INTRODUCTION

One of the 21st century skills is the effective communication skills. Morozova (2013) states that speaking is one of the most important skills of the four macro-skills of language to be developed and enhanced as a means to effective communication. English became one of the leading means of communication worldwide since it is considered as the global language. Its dominance continues to outspread. The modern world of media, mass communication, and Internet demands good knowledge of English, especially of spoken English.

According to Hosni (2014), speaking ability is the sole skill that isn't just tested in exams, hence less focus is placed on training it. In addition to grammar and vocabulary, the main emphasis is on teaching reading and writing. Despite the fact that speaking instruction can be incorporated into the teaching of other skills like listening, reading, and writing, teachers came to the conclusion that

there isn't enough time to cover everything, and speaking is given less priority than the other skills because speaking isn't tested in those other skills.

The ability to speak turns out to be a very significant aspect in this technological age; but students are still significantly deficient in their ability to make oral presentations. In presenting an oral presentation, which is an example of public speaking, attacks anxiety in many students. Public speaking is one of the most reported fears in the American community (Al-Tamimi, 2014; Jules, 2015 & Mclean 2010). Segura Alonso (2012) emphasizes that one frustration commonly voiced by learners is that they have spent years studying English, but still, they cannot speak it.

While the core competencies of effective communication, such as speech, writing, and reading, have been emphasized in school, the demands of social interactions and the global economy place a far greater emphasis on a much wider range of communication and teamwork abilities. A student of today should be able to express ideas clearly through oral, written, and nonverbal communication in a range of settings; listen attentively to understand meaning, including knowledge, values, attitudes, and intentions; use communication for a range of purposes, such as to inform, instruct, entertain, motivate, and persuade; make use of multiple media and technologies; and know how to evaluate the information they receive. (Pacific Policy Research Center, 2010, Boonkit, 2010 & Pascual, 2017).

The Philippines is from the third to the sixth country in the world with the largest English-speaking population. Japan Times columnist Amy Chavez was impressed that even people who had never gone abroad were fluent in English. Having both English and Filipino as official languages does not mean that everyone understands or speaks English, but the exposure to the language is so great that those who do speak it can communicate quite fluently, she added (Hernandez, 2013). In addition, the study of Burnos (2013) entitled the oral proficiency in English of the Communication Students of the Ateneo de Zamboanga University, the higher the year level, the higher the oral proficiency level of the students. Fourth year students are in advanced level while the first-year students are in the intermediate level. In addition, Saeed et al. (2013) said that the relevance of learning the target language's speaking skills emerges when language learners recognize the advantages it would have on the successes of their future employment. Students understand that in order to get over their shyness and hesitancy, they need to frequently practice understanding and speaking the target language in class.

The researcher found that students are struggling with speaking competency in Leyte Division, particularly in ARAMMS - SHS, La Paz, Leyte, with regard to, fluency, grammar, pronunciation, and vocabulary. Additionally, they were also struggling in writing, and understanding the subject's vocabulary among the students. To assist the students in developing in this area, it is crucial to look at this issue.

Furthermore, according to the literature, they are focused on the elementary and junior high school levels, and the results of these past studies were intended to inform administrators and teachers of the circumstances in various settings and locales. However, still no potential solutions to this problem have been investigated. This study makes the case that assessing students' speaking

abilities in senior high school could help them improve or at the very least lessen their challenges in this area.

2. OBJECTIVE OF THE STUDY
The researcher aims to determine the students' level of speaking proficiency along the following language components: content, fluency, grammar, pronunciation, and vocabulary.
1. To determine the profile of the students along the following factors: sociographic, academic, and affective.
2. To determine the level of speaking proficiency of the students.
3. To determine the relationship between the students' level of speaking proficiency to their profile variables.

3. METHODOLOGY
The design of this study was a descriptive-correlational method. The study determined the profile of the students through the questionnaire-checklist adapted from Bato (2014), Milivoje Vic (2014), and Gritter (2016). The student's level of speaking proficiency was determined through the language components such as content, fluency, grammar, pronunciation, and vocabulary. Speaking prompts were used as the instrument of the study. A rubric adapted from the Educational Testing Service (ETS) was utilized in assessing the level of speaking proficiency of the students. The participants of this research were randomly selected Grade 11 students of Atty. Roque A. Marcos Memorial School-Senior High School (ARAMMS-SHS), La Paz, Leyte. Fifteen randomly selected students per class were selected as respondents of the study through the fish-bowl technique with a total of 90 respondents in this study. The data gathering procedures were comprised of seeking a permission, distributing the questionnaire-checklists and administering the speaking activity prompt to the student-respondents and evaluating the speaking activity prompts through a rating scale adapted from the Educational Testing Service. Further, the research data was presented in textual and tabular forms through frequency distribution, percentages and means. The researcher utilized SPSS statistical software to analyze the relationship between the variables through Pearson Moment Correlation. The statistical significance used a two tailed with r – value set at 0.95 and $p < .05$ level.

4. RESULTS AND DISCUSSION
This section discusses the profile of the students that comprises of sociographic, academic, and affective. This also presented the students' level of speaking proficiency along the following language components: content, fluency, grammar, pronunciation, and vocabulary. It also presented the relationship between the level of the speaking proficiency of the students along the following components: content, fluency, grammar, pronunciation, and vocabulary to their profile variables.

Profile of the Students
The profile of the students comprised the sociographic, academic, and affective. The sociographic included age, gender, language spoken at home, and learning materials at home, the academic included Senior High School track and academic performance in all English subjects, and the

affective included motivation to speak English, attitude towards speaking English and self-confidence. The data was presented in Tables 1, 2, and 3.

Sociographic Profile

The data presented on Table 1 are the students' sociographic factors such as age, gender, language spoken at home and learning materials available at home.

Table 1. **Distribution of Students According to Sociographic Profile**

Profile	Frequency	Percentage
Age		
16 years old	1	1.11
17 years old	46	51.11
18 years old	27	30.00
19 years old	9	10.00
20 years old	3	3.33
21 years old	3	3.33
22 years old	1	1.11
Total	90	100.00
Gender		
Boy	35	38.89
Girl	52	57.78
Gay	2	2.22
Lesbian	1	1.11
Total	90	100.00
Language Spoken at Home		
Waray	87	96.67
Visayan	1	1.11
Tagalog	2	2.22
Total	90	100.00
***Learning Materials Available at Home**		
Books	424	40.65
Dictionary	94	9.00
Encyclopedia	22	2.10
Magazine	136	13.03
Newspaper	55	5.26
Television	83	7.94
Radio	47	4.50
Computer	5	0.48
Cell phones/Tablets	177	16.94
Total	1043	100.00

*Multiple answers may be responded by the students.

Age. As shown in Table 1, majority of the students (51.11%) are 17 years old which is the normal age for the Grade 11 students as stated in Republic Act No. 10533 (2012). It is a law that strengthens the basic education system in the Philippines by expanding the basic education program's years and strengthening its curriculum, as well as by allocating money for these and other goals. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively. It can be implied that senior high school students usually aged from 16 years old to 22 years old. There is only 1.11% who are both 16 and 22 years old. It can be implied that this 22-year-old is a Balik-aral student or a continuing student.

Gender. In terms of gender, more than half of the respondents are females (57.78%) and 38.89% are males. Lesbian and gay comprise 1.11% and 2.22% respectively. It is stated that there are more female senior high school students (123 females) than the male students (106 males).

Language Spoken at Home. Majority of the respondents (96.67%) speak Waray at home. None of them (0%) speaks English at home. This finding supports the study of Alaga (2016), those students use Waray at home being their mother tongue.

Learning Materials at Home. Most of the respondents (40.65%) have books as the most available learning materials of the respondents with a frequency of 424 books. This finding supports the study led by Mariah Evans (2010). She states that parents who have books in their homes will increase the level of education their children will attain. It is implied that parents support their children by allocating books at their homes. It is followed by cell phones or tablets that comprise of 16.94%. Cell phones or tablets can be the alternate source of information aside from books. It is followed by magazines with a total of 13.03%. Only 5 students or 0.48% have computers. This only indicates that the least available learning materials are computers. This is understandable because computers are quite expensive to acquire for most families.

Academic Factors
Data on the academic factors of the students in terms of senior high school and general average in all English subjects were presented in Table 2.

Senior High School Track. As shown in Table 2, more than half of the students (55.56%) are enrolled in Technical-vocational Track than the General Academic Track. Based on the pre-registration data nationwide, 40% of all incoming senior high school students registered on the Technical-vocational track because students want to learn new things especially the technology and they want to land a job after finishing Senior High School (Formoso, 2016).

General Average in All English Subjects. Table 2 shows that the overall mean of all the respondents is 87.74 described as 'Very Satisfactory'. This means that the respondents have

achieved a very satisfactory grade in all their English subjects. Furthermore, considering the result of the students' distribution on their average grade in all English subjects, Table 2 shows that there are 66 respondents or 73.33% of the respondents have a very satisfactory rating. Moreover, there are 21 respondents or 23.33% of the respondents have a satisfactory performance while there are only 3 respondents or 3.33% of the respondents who have an outstanding performance in the English subjects. On the other hand, none of the respondents (0%) gets a 79 and below grade. This further implies that all the respondents (100%) perform well and get a satisfactory level in all their English subjects.

Table 2. Distribution of Students According to Academic Profile

Academic Factors	Frequency	Percentage
Senior High School Track		
General Academic Track	**40**	**44.44**
Technical-vocational Track	**50**	**55.56**
Total	**90**	**100.00**
General Average in all English Subjects		
95 – 100% (Outstanding)	**3**	**3.33**
85—94% (Very Satisfactory)	**66**	**73.33**
80 – 84% (Satisfactory)	**21**	**23.33**
Total	**90**	**100.00**
Overall Mean	**87.74 (Very Satisfactory)**	

Affective Factors

The data on affective factors such as attitude of students towards speaking English, motivation to speak English and self-confidence were presented on Table 3.

Attitude of Students towards Speaking English. Based on the data on Table 3, the mean attitude of the respondents is 3.58 described as favorable. Moreover, more than half of the respondents or 57.78% have a favorable attitude towards speaking English and 40% have moderately favorable attitude towards speaking English. None of the respondents had a slightly favorable and unfavorable attitude. Hence, the attitude of the respondents towards speaking English is favorable. This finding agrees on Yu's (2010) study, which found that attitudes and the ideal second language self are the primary elements influencing second language learners' motivation. Learners may be more motivated to pick up a language if they believe it has value for communication and have positive sentiments about the native speakers.

Motivation to Speak English. Based on the data shown on Table 3, the mean motivation to speak English is 3.74 which is high. Majority of the respondents are highly motivated to speak English. Further, majority of the respondents or 78.89% are highly motivated in speaking English while 21.11% or 19 students are moderately motivated in speaking English. None of the respondents is slightly motivated and not motivated in speaking English. This result supports the study of Quadir

(2011) that motivation is very significant because it influences the extent of learners' participation in learning and improves performance and enhances the proficiency level. It is also a factor in perseverance and maintenance of second language skills like speaking skills.

Table 3. Distribution of Students According to Affective Profile

Affective Factors	Frequency	Percentage
Attitude of Students Towards Speaking English		
Highly Favorable	**2**	**2.22**
Favorable	**52**	**57.78**
Moderately Favorable	**36**	**40.00**
Total	**90**	**100.00**
Mean		**3.58**
Description		**Favorable**
Motivation to Speak English		
Highly Motivated	**71**	**78.89**
Moderately Motivated	**19**	**21.11**
Total	**90**	**100.00**
Mean		**3.74**
Description		**High Motivation**
Self-confidence		
Very Highly Confident	**2**	**2.22**
Highly Confident	**58**	**64.44**
Moderately Confident	**29**	**32.22**
Not Confident	**1**	**1.11**
Total	**90**	**100.00**
Mean		**3.58**
Description		**High Self-confidence**

Attitude of Students towards Speaking English. Based on the data on Table 3, the mean attitude of the respondents is 3.58 described as favorable. Moreover, more than half of the respondents or 57.78% have a favorable attitude towards speaking English and 40% have moderately favorable attitude towards speaking English. None of the respondents had a slightly favorable and unfavorable attitude. Hence, the attitude of the respondents towards speaking English is favorable. This finding agrees on Yu's (2010) study, which found that attitudes and the ideal second language self are the primary elements influencing second language learners' motivation. Learners may be more motivated to pick up a language if they believe it has value for communication and have positive sentiments about the native speakers.

Motivation to Speak English. Based on the data shown on Table 3, the mean motivation to speak English is 3.74 which is high. Majority of the respondents are highly motivated to speak English. Further, majority of the respondents or 78.89% are highly motivated in speaking English while 21.11% or 19 students are moderately motivated in speaking English. None of the respondents is slightly motivated and not motivated in speaking English. This result supports the study of Quadir (2011) that motivation is very significant because it influences the extent of learners' participation in learning and improves performance and enhances the proficiency level. It is also a factor in perseverance and maintenance of second language skills like speaking skills.

Self-confidence. Table 3 shows that the mean of the respondents is 3.58 described as highly confident. Hence, most of the respondents are highly confident in speaking English. Moreover, there are 64.44% respondents who are highly confident in speaking English, 32.22% of them are moderately confident in speaking English, 2.22% of the respondents are very highly confident in speaking English and only 1.11% of the respondents are not confident in speaking English. None of the respondents is slightly confident in speaking English.

Students' Level of Speaking Proficiency
The level of speaking proficiency of the learners was determined in terms of the following language components: content, fluency, grammar, pronunciation, and vocabulary. The frequency distribution of the students' level of speaking proficiency was presented in Table 4.

Content. In terms of content, more than half of the respondents 55 respondents or 61.11% are moderately proficient in their speaking proficiency. There are 34 respondents or 37.78% who are proficient and only 1.11% is highly proficient.

Fluency. When it comes to fluency, more than half of the respondents (77.78%) or 70 respondents are moderately proficient while there are 17 respondents or 18.89% who are proficient in their level of speaking proficiency. On the other hand, two respondents or 2.22% are slightly proficient and one respondent or 1.11% who is highly proficient. In general, the mean of the respondents in terms of fluency is 3.16. The level of speaking proficiency in terms of fluency is moderately proficient. The respondents usually do pauses, and they have repeated utterances. At some point, they tend to stammer. This implies that the respondents are not fluent in speaking.

Grammar. Focusing on grammar, majority of the respondents (82.22%) or 74 respondents are moderately proficient in their level of speaking proficiency while 12 respondents or 13.33% are proficient. On the other hand, 3 respondents or 3.33% are slightly proficient and one respondent or 1.11% is highly proficient in grammar. Overall, the mean is 3.17 described as moderately proficient. The respondents are weak in grammar. They are having errors constructing complete sentences. They often speak dangling and incomplete sentences. Some respondents lack knowledge on the application of the subject-verb agreement in their sentences. The respondents' grammar is still to be corrected and improved.

Table 4. **Distribution of Students According to the Level of Speaking Proficiency**

Level of Speaking Proficiency	Frequency	Percentage
Content		
Highly Proficient	1	1.11
Proficient	34	37.78
Moderately Proficient	55	61.11
Total	90	100.00
Mean	3.37	
Description	**Moderately Proficient**	
Fluency		
Highly Proficient	1	1.11
Proficient	17	18.89
Moderately Proficient	70	77.78
Slightly Proficient	2	2.22
Total	90	100.00
Mean	3.16	
Description	**Moderately Proficient**	
Grammar		
Highly Proficient	1	1.11
Proficient	12	13.33
Moderately Proficient	74	82.22
Slightly Proficient	3	3.33
Total	90	100.00
Mean	3.17	
Description	**Moderately Proficient**	
Pronunciation		
Highly Proficient	2	2.22
Proficient	39	43.33
Moderately Proficient	49	54.44
Total	90	100.00
Mean	3.51	
Description	**Proficient**	
Vocabulary		
Highly Proficient	1	1.11
Proficient	12	13.33
Moderately Proficient	75	83.33
Slightly Proficient	2	2.22
Total	90	100.00
Mean	3.12	

Description	Moderately Proficient
Overall Mean	3.27 (Moderately Proficient)

Pronunciation. Based on the data on Table 4, more than half of the respondents (54.44%) or 49 respondents are moderately proficient in terms of speaking. Moreover, there are 39 respondents or 43.33% who are proficient in their level of speaking and two respondents or 2.22% are highly proficient. Furthermore, the mean level of speaking proficiency for pronunciation among respondents is 3.5, which is considered proficient. Only the respondents' level of spoken language skill in terms of pronunciation is at the proficient level.

Vocabulary. As shown in Table 4, 75 respondents or 83.33% are moderately proficient in terms of vocabulary while there are 12 respondents or 13.33% who are proficient. On the other hand, two respondents or 2.22% are slightly proficient and only one respondent or 1.11% is highly proficient in vocabulary. Moreover, the mean of the respondents' level of speaking proficiency is 3.12 described as moderately proficient. Of all the language components, vocabulary has the lowest overall mean. The respondents speak more of the basic and easy terms. They have a limited stock of English terms. Based on the results, vocabulary is the weakest language component in terms of the level of speaking proficiency of the respondents. In addition, this agrees to the study of Alaga (2016). She added that the general level of the respondents in terms of speaking skill was fairly proficient which describes as moderately adequate vocabulary. To sum up, the overall mean is 3.27. The respondents are moderately proficient in their level of speaking proficiency. Thus, their speaking skills should be improved to be proficient in the field of speaking.

Relationship of Students' Level of Speaking Proficiency and their Profile Variables
In this study, the relationship of the level of speaking proficiency of the students along with the language components and the students' profile was determined. The results were presented in Table 5.

Content. Based on the results of the correlation, content has no significant relationship in relation to age, learning materials at home, attitude towards speaking English, motivation to speak English and self-confidence of the students. This is indicated that the r – values ranging from -0.505 to 0.559 with p – level lower than the significance level set at 0.05. On the other hand, content is significantly and positively related to the gender with r – value of 0.255 and p – value at 0.015, language spoken at home with r – value of 0.237 and p – value at 0.024 and general average in all English subjects with r – value of 0.434 and p – value at 0.000. While, content is significant but negatively related to the senior high school track of the students with r – value of -0219 and p – value at 0.038. Therefore, the hypothesis which stated that there is no significant relationship between content and the gender, language spoken at home, senior high school track and the general average in all English subjects is rejected.

Table 5. Relationship of Students' Profile Variables and their Level of Speaking Proficiency

PROFILE VARIABLES	LANGUAGE COMPONENTS									
	CONTENT		FLUENCY		GRAMMAR		PRONUNCIATION		VOCABULARY	
	r – value	p – level	r – value	p – level	r – value	p – level	r – value	p - level	r - value	p - level
Age	-0.180	0.090	-0.170	0.109	**-0.299**	**0.004***	-0.144	0.175	**-0.213**	**0.044***
Gender	**0.255**	**0.015***	0.143	0.180	0.109	0.307	**0.428**	**0.000***	0.175	0.098
Language Spoken at Home	**0.237**	**0.024***	0.197	0.063	0.139	0.193	**0.263**	**0.012***	0.181	0.088
Learning Materials at Home	0.138	0.195	0.139	0.192	**0.236**	**0.025***	**0.219**	**0.038***	0.154	0.147
Senior High School Track	**-0.219**	**0.038***	-0.075	0.480	-0.074	0.487	**-0.282**	**0.007***	**-0.234**	**0.027***
Gen. Average in all English Subjects	**0.434**	**0.000***	**0.371**	**0.000***	**0.322**	**0.002***	**0.508**	**0.000***	**0.405**	**0.000***
Attitude Towards Speaking English	0.023	0.833	-0.021	0.845	-0.001	0.991	0.047	0.658	0.005	0.963
Motivation to Speak English	0.071	0.506	0.071	0.507	-0.011	0.917	0.137	0.198	0.038	0.724
Self-confidence	-0.087	0.417	-0.020	0.851	0.003	0.979	0.032	0.766	0.009	0.932
*Correlation is significant at the 0.05 level (2-tailed).										

Fluency. As shown in Table 5, fluency is not significantly related to age, gender, language spoken at home, learning materials at home, senior high school track, attitude towards speaking English, motivation to speak English and self-confidence of the students. This is indicated that the r – values ranging from -0.505 to 0.559 with p – level lower than the significance level set at 0.05. Moreover, fluency is significantly related to general average in all English subjects of the students. Specifically, there is a significant and positive relationship between fluency and general average in all English subjects with r – value of 0.371 and p – value at 0.000. Thus, the null hypothesis is rejected.

Grammar. As indicated in Table 5, grammar and gender, language spoken at home, senior high school track, attitude towards speaking English, motivation to speak English and self-confidence did not show any indications for linear correlation. This is indicated that the r – values ranging from -0.505 to 0.559 with p – level lower than the significance level set at 0.05. Grammar is significant but negatively related to the age of the students with an r – value of 0.299 and p – value at 0.004. There is an indirect relationship between the two variables. On the other hand, grammar is significantly and positively related to learning materials at home with r – value of 0.236 and p – value at 0.025 and general average in all English subjects with r – value of 0.322 and p – value at 0.002. Thus, the hypothesis which stated that there is no significant relationship between grammar and the profile variables is rejected.

This supports the study of Alaga (2016), she states that audio – visual media was significantly correlated to the speaking skill of the respondents. In addition, learning materials at home is beneficial to the students' level of speaking proficiency in terms of grammar and pronunciation especially books and magazines.

Pronunciation. The correlation table further reveals that there is no significant relationship between the pronunciation and age, attitude towards speaking English, motivation to speak English and self-confidence. This is indicated that the r – values ranging from -0.505 to 0.559 with p – level lower than the significance level set at 0.05. Moreover, pronunciation is significant but negatively related to the senior high school track of the students with r- value of 0.282 and p – value at 0.007. Specifically, there is a significant and positive relationship between pronunciation and gender with r – value of 0.428 and p – value at 0.000, language spoken at home with r – value of 0.263 and p – value at 0.012, learning materials available at home with r – value of 0.219 and p – value at 0.038 and general average in all English subjects with r – value of 0.508 and p – value at 0.000. Thus, the corresponding hypotheses are rejected. Hence, the findings in pronunciation disagree with the study of Brodie, et. al. (2016). They state that the doctor-patient communication rating is not significantly related to language spoken at home.

Vocabulary. As gleaned on the Table 5, vocabulary is not significantly related to gender, language spoken at home, learning materials at home, attitude towards speaking English and self-confidence of the students. This is indicated that the r – values ranging from -0.505 to 0.559 with p – level lower than the significance level set at 0.05. There is a significant but negative relationship between vocabulary and age with r – value of -0.213 and p – value at 0.044 and senior high school

track with r – value of -0.234 and p – value at 0.027. On the other hand, there is a significant and positive relationship between vocabulary and general average in all English subjects of the students with r – value of 0.045 and p – value at 0.000. Hence, the hypothesis which stated that there is no significant relationship between the vocabulary and general average in all English subjects is rejected.

The results entail that students who are proficient in speaking in terms of content, fluency, grammar, pronunciation, and vocabulary have high grades or better performance in English. This agrees with the study of Wilson and Komba (2012). They state that there is a positive relationship between academic achievement and language proficiency of the students in secondary schools. It indicates that students rely on language proficiency to succeed academically. In other words, the more proficient in English a student is the better he or she is in academics.

5. CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions are drawn: Most of the respondents are 17 years old, females and they speak Waray at home. The most available learning materials at home are books. More than half of the students take Technical-vocational track and their general average in all English subjects is at a Very Satisfactory level. The students' attitude towards speaking English is favorable and their motivation to speak English and self-confidence are high. The students' level of speaking skill is proficient in terms of pronunciation, but only moderately proficient in terms of content, fluency, grammar, and vocabulary. The students' level of speaking proficiency in terms of content is significantly related to the gender, language spoken at home and general average in all English subjects of the students. Fluency is significantly related to the general average in all English subjects. In terms of grammar, it is significantly related to the learning materials at home and general average in all English subjects. Pronunciation is significantly related to gender, language spoken at home, learning materials at home and general average in all English subjects. In terms of vocabulary, it is significantly related to the general average in all English subjects. The students' level of speaking proficiency in all language components is significantly related to the general average in all English subjects of the students.

The following recommendations are suggested based on the conclusions drawn from the study:
1. English teachers should provide varied and communicative speaking activities based on the students' needs and interests which focus particularly on the development of content, fluency, grammar, pronunciation, and vocabulary.
2. English teachers may implement the proposed oral communicative activities in the study.
3. Students are encouraged to participate actively on the activities given by the teacher to attain better grades in all English subjects.
4. Parents may provide sufficient learning materials at home that will provide opportunities to practice or use English.
5. A study be conducted on the speaking proficiency of the students in other grade levels like Grade 7, 8, 9 and 10 and a similar study may be conducted after a period of time

so as to determine if there will be improvement in the level of speaking proficiency of the students.

6.

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