Article

Grammatical Competence Among 21st Century Tertiary Learners

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Abstract

This correlational study with a descriptive-quantitative approach sought to assess the Grammatical Competence of 21st century tertiary learners in one of the State Universities of Region VII. This further examined the significant difference if grouped according to program enrolled. This study utilized various statistical tools such as Frequency and Percentage, Mean and Standard Deviation, and ANOVA. Out of 277 respondents, majority of the population is female, with 180 students, while there are only 97 male students. These respondents are all taking up grammar subjects in the general education curriculum. The level of grammatical competence of the different departments as to parts of speech and orthography varies. Based on the results, there is a significant difference in grammatical competence in the eight parts of speech and orthography if grouped according to programs. It affirms that the grammatical theory of Dell Hymes is a significant factor in outstanding performance in the world of academe. Students with proper knowledge tend to excel in the process of communication. Teachers of grammar studies may develop their instruction by using the output of the study, which magnifies the parts of speech and orthography.

KEYWORDS: 21st century learners, communication, grammatical competence, orthography, parts of speech

Introduction

One of the most significant demands of the 21ˢᵗ century is strategic individuals competent in the comprehensive discourse regarding the people's personal backgrounds engaged in every conversation. With this, one must have the ability to communicate effectively and efficiently. Communicative competence is a significant factor for an individual to develop the level of proficiency. One of the excellent components of this competence is grammatical competence. Grammatical competence is the ability to recognize and produce a language's distinctive grammatical structures and use them effectively in communication. According to Lehmann (2007), the basic notion of language competence is the competence of an individual in a language. This helps every learner enhance the ability to relay messages that gradually stimulate the attainment of goals of communicating while upholding the environment of social acceptability (Villareal, 2015, p.12). Grammatical competence plays a vital role in understanding, adjusting, and catering to the demand of 21ˢᵗ century communicators. It is wise to be knowledgeable on the medium used during each conversation to maximize the achievement of shared meaning. Making good use of communicative competencies, especially in grammatical competence, will always make way for a more productive discourse that will help each individual to achieve a higher level of proficiency that will gradually unleash their best capabilities. Thus, the curriculum of the Philippines was enhanced, which encourages every Filipino learner to be equipped in the rapid societal changes, strengthening every foundation on becoming a competent communicator with the knowledge of responsibilities at hand. However, the English proficiency of Filipinos has been called into question. Thus, in order to create a robust English Communication Program (ECP), it is suggested that a program of pedagogical intervention be implemented in the school during the course of the four-year academic program across disciplines: In order to promote reading skills proficiency, (a) establish an assessment unit to support various aspects of diagnosis, (b) establish the Reading Laboratory (RL) as a bridging and developing unit; (c) strengthen the English Immersion Program (EIP) to promote widespread use of the English language in all aspects of campus life; and (d) review the general education English program and define the parameters of a language skills continuum that cuts across disciplines (Sandigan, 2018). Moreover, teaching and learning in the language classroom is aimed primarily at language teachers with some experience, and though it could be very useful for teachers to explore on their own, its main use is likely to be as a core textbook on in-service training courses (Hedge, 2001). Considering the importance of competence, in evaluating second/foreign language skills in the century it is essential to explore how a communicative language teaching approach can influence classroom dynamics across various English teaching environments (Savignon, 2018).

Because of this gap, the assessment of grammatical competence of second-year students from one of the state universities of Region VII is essential. The limited literature about this topic prompted the researcher to conduct this study. Hence, this paper examined the in-depth knowledge of the second-year students to English Grammar Rules to improve students' proficiency in the field of language and communication. This further investigated if the hypothesis of having significant difference in the grammatical competence between the second-year students and their program enrolled is to be rejected or accepted. Furthermore, this research would significantly contribute to grammatical competence of students in English language and teachers teaching the subject by utilizing the output of the study in the teaching and learning process.

Methods and Materials

This study utilized the descriptive-quantitative research design since the investigation was desired to assess the Grammatical Competence of the selected 2nd-year students. The respondents were chosen using a simple random sample. In this process, each individual was chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process. Representatives of population was taken from each group so that there will be a proper representation from each group. The numerical figure below was brought up out from the process of Slovin's formula. This formula was used to figure out what sample size was needed to take in the study, which is written as $n = N / (1 + Ne2)$ where n = Number of samples, N = Total population and e = Error tolerance. Given that the university caters nine different courses, the researcher had disseminated equal percentage for each course based on its number of the population out from the 277 students needed for the study.

To gather the exact data needed for the study, a valid and reliable self-made questionnaire was utilized. The self-made instrument was pilot tested and validated by a statistician. This comprehensive questionnaire was arranged accordingly to answer the specific problems that the current study had sought to investigate.

The top part of the questionnaire catered the identification of the respondents' name and profile. It was followed by the little background of teacher's educational attainment. There were different fields of written literature seen in part one of the questionnaire which helped in the assessment of the acquired knowledge regarding the eight parts of speech of the respondents. A short and concise story was used in part two of the questionnaire that led respondents to apply the correct spelling and punctuation which is under orthography.

To be certain about the reliability of the instrument, the process of Cronbach's alpha was made. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

In order to interpret quantitatively the results of the investigation, this study utilized various statistical tools in order to guide the researcher to interpret the result of the investigation. Frequency and Percentage was used to determine the profile of the respondents; Mean and standard deviation was used to determine the effectiveness and competency which was used for the parts of the research questionnaire; ANOVA was utilized to determine the null hypothesis if accepted or rejected.

Results

Table 1: Respondents of the Study

Programs in Cebu Technological University	Total Population	Number of Respondents
Bachelor of Arts in English	23	7
Bachelor of Elementary Education	110	33
Bachelor of Science in Agriculture	109	34
Bachelor of Science in Forestry	48	15
Bachelor of Science in Hospital Management	107	33
Bachelor of Science in Industrial Engineering	52	16
Bachelor of Science in Information and Communication Technology	80	25
Bachelor of Science in Industrial Technology	293	91
Bachelor of Secondary Education	75	23
Total	**897**	**277**

Table 2: Age Profile of the Respondents

Respondents' Age		AB-ENG	BEED	BSA	BSF	BSHM	BSIE	BSICT	BSIT	BSED	Total
Above 24	f	0	0	1	1	0	0	0	9	1	12
	%	0	0	8.33	8.33	0	0	0	75	8.33	**4.33**
22-24	f	0	2	2	1	2	0	0	6	1	14
	%	0	14.29	14.29	7.14	14.29	0	0	42.86	7.14	**5.05**
19-21	f	1	6	14	8	9	4	10	32	2	86
	%	1.16	6.98	16.28	9.3	10.47	4.65	11.63	37.21	2.33	**31.05**
Below 19	f	6	25	17	5	22	12	15	44	19	165
	%	3.64	15.15	10.3	3.03	13.33	7.27	9.09	26.67	11.52	**59.57**
Total	f	7	33	34	15	33	16	25	91	23	277
	%	2.53	11.91	12.27	5.42	11.91	5.78	9.03	32.85	8.3	**100**
Mean		17.71	18.55	19	19.67	19.36	18.13	18.24	19.78	18.52	18.77

Age

This refers to the distinction of the respondents used to determine between students who aged below 19, 19-21, 22-24, and above.

Table 3: Gender Profile of the Respondents

Respondents' Gender		AB-ENG	BEED	BSA	BSF	BSHM	BSIE	BSIT	BIT	BSED	Total
Male	f	2	3	13	6	8	6	4	52	3	97
	%	0.72	1.08	4.69	2.17	2.89	2.17	1.44	18.8	1.08	35
Female	f	5	30	21	9	25	10	21	39	20	180
	%	1.81	10.8	7.58	3.25	9.03	3.61	7.58	14.1	7.22	65
Total	f	7	33	34	15	33	16	25	91	23	277
	%	2.53	11.9	12.3	5.42	11.9	5.78	9.03	8.3	8.3	100

Gender

This refers to a range of characteristics used to determine between male and female.

Table 4: Multimedia Available at Home

Program/ Multimedia		AB-ENG	BEED	BSA	BSF	BSHM	BSIE	BSIT	BIT	BSED	Total
Visual Only	f	13	41	43	12	47	22	37	124	28	367
	%	1.56	4.93	5.17	1.44	5.66	2.65	4.45	14.92	3.37	**44.16**
Auditory Only	f	20	62	63	15	47	32	51	159	47	496
	%	2.2	6.94	6.94	1.65	5.18	3.52	5.62	17.51	8.18	**54.63**
Both Visual & Auditory	f	27	89	87	35	87	48	65	284	56	778
	%	1.62	5.35	5.23	2.11	5.23	2.89	3.91	17.09	3.37	**46.81**
Others	f	8	20	5	3	7	2	9	36	8	98
	%	0.72	1.81	0.45	0.27	0.63	0.18	0.81	3.25	0.72	**8.84**
Total	f	68	212	198	65	188	104	162	603	139	1739
	%	6.1	19.03	17.79	5.47	16.7	9.24	14.79	52.77	15.64	**154.44**

Multimedia Available at Home

Technology nowadays is rampant in our society. This may help students have a variety of resources whenever they have an assignment, but this will also be a tool for the shift of focus of the new generation. With multimedia, the researcher categorized all possible multimedia found at home into four categories: visual only, auditory only, visual and auditory and others.

Table 5: Students' Average Grade in English

Program/ Average Grade		AB-ENG	BEED	BSA	BSF	BSHM	BSIE	BSIT	BIT	BSED	Total
Superior	(4)	0	4	1	0	0	4	2	0	3	**12**
Very Good	(3)	7	29	16	2	21	12	21	20	20	**148**
Good	(2)	0	0	17	10	12	0	2	56	0	**97**
Fair	(1)	0	0	0	3	0	0	0	15	0	**18**
Mean		3	3.12	2.53	1.93	2.64	3.56	3	2.05	3.13	**2.57**
Description		Very Good	Very Good	Very Good	Good	Very Good	Superior	Very Good	Good	Very Good	**Very Good**

Legend

Weight	Scale	Description
4	3.25-4.00	Superior
3	2.50-3.24	Very Good
2	1.75-2.49	Good
1	1.00-1.74	Fair

Students' Average Grade in English

This part provides the mean of the consolidated average grades of the respondents from the first semester of the school year 2015-2016 down to the first semester of the school year 2016-2017. It is true that for us to know an individual's real status, we need to look back and determine the records of the past that molded that individual today.

Teachers' Profile in terms of Age and Gender

Teachers do take a significant part in molding students to be competent in their different endeavours in life. Kintanar et al. (2005) firmly concluded in their study that teachers' profile can significantly affect their teaching competency. That is why this study ventures into the personal information of the different English instructors in one of the State Universities of Region VII. The following data focuses on the distinction of the respondents' English teachers, whether they are male or female, paired with their respective ages.

Table 6: Teachers' Profile in terms of Age and Gender

Teachers' Age/Gender		36 yrs. old	33 yrs. old	23 yrs. old	22 yrs. old	Total	Mean
Male	f	0	1	0	1	2	27.5
	%	0	20	0	20	40	
Female	f	1	0	1	1	3	27
	%	20	0	20	20	60	
Total	f	1	1	1	2	5	27.2
	%	20	20	20	40	100	

Teachers' Profile in Terms of Educational Attainment

The personal qualities can be drawn out from the highest educational attainment he or she obtained. The table below shows the endeavour of each English teacher with their field of specialty. This will specifically recognize if they have ventured in a doctorate degree, master's degree, or just in their baccalaureate degree.

Table 7: Teachers' Profile in terms of Educational Attainment

Teachers' Highest Educational Attainment		W/ Doctorate Units	W/ Master's Units	Baccalaureate Degree	Total
Male	f	1	0	2	3
	%	20	0	40	60
Female	f	0	2	0	2
	%	0	40	0	40
Total	f	1	2	2	5
	%	20	40	40	100

Teachers' Profile in terms of Training Attended

Pieces of training, workshops, and seminars are very significant for the growth of each teacher in society. We invest not just in the temporary things, but we also invest more in the long-lasting things. They say that experience is the best teacher. With the different experiences of the teachers

as to training and seminars, we can look forward for the beautiful output of learning. The table below illustrates the level of training the English teachers had attended.

Table 8: Teachers' Profile in terms of Training Attended

Teachers' Trainings		National	Regional	Local	Total
Male	f	0	2	1	3
	%	0	40	20	60
Female	f	0	1	0	1
	%	0	20	0	20
Total	f	0	3	1	4
	%	0	60	20	80

Teachers' Profile in terms of Strategies

Learning is acquired best when a variety of strategies are utilized. It triggers the different bits of intelligence of the students to acquire accurate knowledge at their own pace. The purpose is to enhance learning, perform specific tasks, solve specific problems, and make learning easier, faster, and more enjoyable. In this section, different strategies were categorized into 5, namely direct instruction, indirect instruction, and individual study, experiential and interactive instruction.

Table 9: Teachers' Profile in terms of Strategies

Teachers' Strategies		Direct	Indirect	Individual	Experiential	Interactive	Total
Male	f	3	3	4	3	4	17
	%	4.62	4.62	6.15	4.62	6.15	26.16
Female	f	10	9	13	6	10	48
	%	15.38	13.85	20	9.23	15.38	73.84
Total	f	13	12	17	9	14	65
	%	20	18.46	26.15	13.85	21.54	100

Parts of Speech

One of the different rules is the knowledge and correct usage of the parts of speech such as nouns, pronouns, adjective, verb, adverb, preposition, conjunction, and interjection present in every statement. With the eight parts of speech existing in grammar, a need for accuracy about it is to be catered for the 21st century students. In this section, we focused first on the competencies of the respondents regarding their prior knowledge about the parts of speech.

Table 10: Parts of Speech

Program	Noun		Pronoun		Adjective		Verb		Adverb		Preposition		Conjunction		Interjection	
	Mean	Des.	Mean	Des.	Mean	Des.	Mean	Des.	Mean	Des.	Mean	Des.	Mean	De.	Mean	Des.
AB ENGLISH	2.86	AA	2.29	A	1.86	A	2.29	A	3.00	AA	2.14	A	3.00	AA	3.00	AA
BEED	2.55	AA	133	BA	1.64	BA	2.33	A	2.03	A	2.30	A	1.94	A	2.52	AA
BSA	2.53	AA	1.15	BA	1.28	BA	1.88	A	2.41	AA	2.35	AA	2.66	AA	2.18	A
BSF	2.33	A	1.27	BA	1.47	BA	1.40	A	1.67	A	1.67	A	1.73	A	2.07	A
BSHM	2.21	A	1.27	BA	1.97	A	1.81	A	2.03	A	2.12	A	2.33	A	2.39	AA
BSIE	2.50	AA	1.06	BA	1.63	BA	2.00	A	2.13	A	2.19	A	2.44	AA	2.75	AA
BSICT	2.24	A	1.32	BA	1.68	A	1.88	A	2.52	AA	1.60	BA	2.20	A	1.56	BA
BIT	2.08	A	1.21	BA	1.40	BA	1.64	BA	1.97	A	1.79	A	2.19	A	2.21	A
BSED	2.00	A	1.09	BA	1.61	BA	1.43	BA	2.03	A	2.83	AA	2.83	AA	3.00	AA
TOTAL	2.24	A	1.25	BA	1.59	BA	1.80	A	2.18	A	2.05	A	2.44	AA	2.31	A

Weight	Scale	Description
3	2.34-3.00	AA (Above Average)
2	1.67-2.33	A (Average)
1	1.00-1.66	BA (Below Average)

Orthography

Expressing one's thoughts with clarity and consistency is one of the ideal outcomes of knowing the different rules of grammar. There are many miscommunications in the world of discourse because of the weak foundation of the things to consider in expressing thoughts through words. Spelling and punctuation must work hand in hand to relay the intended message to the readers or listeners. To magnify effective and efficient communication, one must brace a solid groundwork about orthography.

Table 11: Orthography

Program	Spelling		Punctuation	
	Mean	Des.	Mean	Des.
AB ENGLISH	2.86	AA	2.29	A
BEED	2.18	A	1.88	A
BSA	2.03	A	1.65	BA
BSF	1.40	BA	2.27	A
BSHM	1.88	A	1.64	BA
BSIE	2.38	AA	1.81	A
BSICT	2.24	A	2.20	A
BIT	1.88	A	1.75	A
BSED	2.00	A	1.70	A
TOTAL	2.00	A	1.77	A

Table 12: Mean Difference on the Performance of the Students Regarding on Parts of Speech

	Sum of Square		Computed F-Test	Critical Value F-Test	P Value	Level of Significance	Decision
	Between Groups	Within Groups					
Noun	16.34	146.45	3.74	1.94	0.00	0.05	Reject Ho
Pronoun	18.23	138.09	4.57	1.94	0.00	0.05	Reject Ho
Adjective	53.92	370.31	4.88	1.94	0.00	0.05	Reject Ho
Verb	27.53	184.70	4.99	1.94	0.00	0.05	Reject Ho
Adverb	7.88	62.64	4.22	1.94	0.00	0.05	Reject Ho
Preposition	68.39	306.54	7.47	1.94	0.00	0.05	Reject Ho
Interjection	8.87	53.55	5.55	1.94	0.00	0.05	Reject Ho
Conjunction	20.70	204.35	3.39	1.94	0.00	0.05	Reject Ho

Table 13: Mean Difference on the Performance of the Students Regarding on Orthography

	Sum of Square		Computed F-Test	Critical Value F-Test	P Value	Level of Significance	Decision
	Between Groups	Within Groups					
Spelling	198.01	1,263.82	5.25	1.94	0.00	0.05	Reject Ho
Punctuation	169.66	527.67	6.87	1.94	0.00	0.05	Reject Ho

Mean Difference on the Performance of the Students

In every journey of life, people want to know the progress occurring in the real world. Each individual worked hard to have an outstanding performance that will open opportunities not just for oneself but also for those who consistently show support. In this section, the researcher identified the different programs that shined brighter than another program with the magnification of the mean difference in the performance of the students.

Discussions

The following were the significant findings obtained after the null hypothesis was tested at the 0.05 level of significance: It was found out that the majority of the respondents' population was female with 180 students while there were only 97 male students among the ranges of ages, majority aged below 19 which brought forth the mean of 18.77. This strengthens the claim of the UN Statistical Division, Department of Economic and Social Affairs in their world population prospects for the 2010 revision which noted that the gender ratio of the population of males and females of our present world is 0.09:1. Thus, this implies that females dominated in number in terms of population compared with males.

It is visible that technology is gradually taking place in the students' lives because every student owns one or more multimedia in their home. There are four categories of multimedia that were found in the homes of the students. One of which is multimedia that is limited on visuals such as game consoles, camera, and televisions. Out of 100% of the availability of this category, only 367 or 44.16% was manifested based on the results. Another category is auditory only such as microphone, audio system, headset, and telephone. Out of 100% of the availability of this category, only 496 or 44.77% was manifested based on the results. The second to the last category is both visual and auditory such as phone, tablet, DVD, iPod, Notebook and personal computer. In this category, this affirms the stand of Blattner and Dannerberg (cited in Geoffrey Rockwell & Andrew Mactavish, 2004) which further made the observation that multimedia systems strive to take the best advantage of human senses in order to facilitate communication. Out of 100% of the availability of this category, 778 or 46.81% was manifested based on the results. Lastly, the category entitled others such as analog fox, Wi-Fi/ Internet, DSL, and printer had shown 98 or 8.84% out of 100% of availability in each home of the students.

The overall mean of the average grade of the respondents is 2.57. Most of the courses that are inclined with English language shows superior and very good performance in their two-year stay in the University. This result reaffirms the stand of Cameros et al. (2005) which asserted that students' courses affect the students' level of proficiency in their different skills of acquiring English with the fact that the focus of each course are not similar. The findings also connote an excellent performance in their prior English subjects in the past semesters. Among the competent teachers, only five English teachers were privileged to teach the 26 different classes this semester, two of which are males and three are females. One of these said teachers has doctorate units with national, regional, and local experience in training for his field of specialty. Two female teachers are still finishing their degree in masters of education major in English teaching. The remaining two teachers are still planning to venture to another level in line with their baccalaureate degree in the coming semesters. It was discovered that these five English teachers have varieties of strategies to help the students understand and cope with the learning pace. This proves that the English instructors are still young. This implies that these individuals are flexible especially in the modern trends in the society due to the fact that they can relate to the need of the younger generation of today's modern world. This could have been due to the fact that the college had initiated teachers' development programs to help the teachers improve and keep abreast with the latest trends in Education.

The grammatical competence of the different departments as to parts of speech varies regarding noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. In totality, the students' knowledge about nouns was described as average due to the mean of 2.24. With the mean of 1.25, the students' competence regarding pronouns implies a below-average level. The mean of 1.59 signifies a below-average level of knowledge regarding adjectives. The students' competency when we talk about verbs is still below average, with a mean of 1.80. The average level was indicated with a 2.18 mean in the field of adverbs. Still, an average level of competency was spotted for prepositions with the 2.05 mean. With the mean of 2.44, it suggests an above average level of knowledge regarding conjunctions. For the last part of speech, the 2.31 mean that signifies an average level of knowledge regarding interjections was calculated. If ranked from highest to lowest among the eight parts of speech based on the 55 results, conjunction would be found at the top of the list, followed by interjection, noun, adverb, preposition, verb, adjective, and pronoun. This jives with the study of Merza (2022) on "English Grammar Competence of Filipino College Freshmen" that the responders' knowledge of the several fundamental English grammatical principles is still lacking. This indicates that they still have a lot of grammar rules to learn. The respondents' exposure to the English language in a variety of contexts, such as through their reading and spoken language at home and in the community, may have had an impact on this. They build English sentences in this manner. Out of all the other measures of English grammar proficiency, the students demonstrated an exceptionally high degree of proficiency in the appropriate usage of conjunctions.

The level of grammatical competence of the different departments as to orthography varies regarding spelling and punctuation. In totality, based on the study results, the competency of the respondents in spelling has a mean of 2.00 that signifies an average level of knowledge regarding this field. The second division of orthography has a mean of 1.77 that implies an average level of knowledge regarding punctuation usage.

In finding the mean difference in the students' performance regarding the eight parts of speech, it was decided based on the results to reject the null hypothesis which means that there is a significant difference in grammatical competence as to the eight parts of speech if grouped according to programs. The program ranked one among the 9 programs in noun is AB ENGLISH department with 2.86 as the highest mean which connotes Above Average level, AB-ENGLISH still with 2.29 mean that implies an Average level for pronouns. For adjective, BSHM got the highest mean that was defined as Average. BEED got the highest mean of 2.33 that connotes an Average level for the competency for verbs. AB ENGLISH got the highest mean, implying an above-average knowledge regarding on adverbs, BSED for preposition with an Above Average level, AB ENGLISH for conjunction with above-average level, and lastly, AB ENGLISH still with above-average level for interjection. In the study of Pushpanathan (2019), "Assessment of Grammatical Competencies of Polytechnic Students", it is shown that the students from mechanical, ECE, and EEE have not shown interest in developing their grammatical competencies. Language majors are more inclined to grammar lessons. In the study of Chuin, T. K., & Kaur, S. (2015), "Types of Language Learning Strategies Used by Tertiary English Majors", The findings showed that English majors used all six categories of language learning procedures to a high degree on average. The most metacognitive tactics were reportedly used by English majors. Memory techniques were the ones that English majors liked the least. Certain students held positive perspectives, believing that language learning techniques enhanced their language proficiency and necessitated a purposeful and intentional endeavor.

In finding the mean difference in the students' performance regarding orthography, it was decided based on the results to reject the null hypothesis. There is a significant difference in grammatical competence between the two orthography categories if grouped according to programs. The program which 56 ranked one among the 9 programs in spelling is AB ENGLISH with a mean of 2.86 that signifies an above average level of competency. On the other hand, in punctuation, it was found out that AB ENGLISH still excels in this field with an average level of competency. These findings imply that students with courses that is specialized in English demonstrate a heightened competence in employing not just in grammatical elements such as nouns, verbs, adjectives, and adverbs, showcasing a commendable mastery of the intricacies associated with each part of speech, but also in orthographic principles, showcasing a commendable mastery of written language mechanics.

Conclusion

Based on the findings of the study, every program has its strength in the field of competency as to parts of speech and orthography. Dell Hymes' concept behind grammatical competence, which states that the student's knowledge about the basic rules in grammar is an excellent factor for effective and efficient communication. Without proper inputs about the rules about the desired language, miscommunication will likely take place. Thus, acquiring accurate information about the inputs about the usage of the different cultures serves as a strong foundation in producing outstanding interactive communication.

Based on the consolidated results, it is evident that among the 9 programs, the AB-English department had garnered more than one time to make it to the top while the BSF department had garnered more than one time in the least of the rank. As the researcher observed, AB-English students are potential speakers, while BSF students have less intense interaction with other people.

This implies that if the learners completely grasp the different grammar rules, there is always progress for their communication and comprehension. Thus, the great need for the improvements of instruction strategies that will enhance the students' learning pace regarding these concepts must be given attention.

Acknowledgement

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