

MACRO COMMUNICATION SKILLS AND ANGLO-AMERICAN LITERARY COMPETENCE OF GRADE 9 STUDENTS IN A PUBLIC HIGH SCHOOL

ABSTRACT

Aims: This paper assessed the levels of macro communication skills in terms of reading and viewing and the levels of Anglo-American literary competence of the Grade 9 students in a public high school in Cadiz City during the school year 2021-2022. It also determined the significant differences in students' reading and writing skills and Anglo-American literary competence when grouped according to birth order, parents' highest educational attainment, and class classification. Lastly, it determined whether a significant relationship exists between the students' macro communication skills and Anglo-American literary competence.

Study design: This quantitative study utilized descriptive, comparative, and correlational research approaches.

Place and Duration of Study: The study was conducted among the Grade 9 junior high school students in Cadiz City, Negros Occidental, Philippines, during 2021-2022.

Methodology: The study was responded to by 290 stratified randomly sampled students using a validated and reliability-tested researcher-made test questionnaire. In assessing the study, it utilized the scale in ascending order: very low, low, moderate, high, and very high. Data analysis procedures employed mean, standard deviation, frequency count, percentage, rank, Kruskal Wallis, and Spearman rank correlation.

Results: Generally, the grade 9 students attained a moderate level of macro communication skills in terms of reading ($M=10.97$, $SD=3.92$) and viewing ($M=9.80$, $SD=5.54$), and a moderate level of Anglo-American literary competence ($M=8.33$, $SD=3.86$). In terms of birth order, there were no significant differences found in students' reading skills [$\chi^2(4)=1.249$, $p=0.870$], viewing skills [$\chi^2(4)=5.108$, $p=0.276$], and Anglo-American literary competence [$\chi^2(4)=8.287$, $p=0.082$]. When grouped according to parents' highest educational attainment, significant differences were found in their reading skills [$\chi^2(5)=16.726$, $p=0.005$], viewing skills [$\chi^2(5)=13.329$, $p=0.020$], and Anglo-American literary competence [$\chi^2(5)=12.224$, $p=0.032$]. Additionally, in terms of class classification, significant differences were found in students' reading skills [$\chi^2(2)=46.851$, $p=0.000$], viewing skills [$\chi^2(2)=69.761$, $p=0.000$], and Anglo-American literary competence [$\chi^2(2)=72.247$, $p=0.000$]. Lastly, a significant relationship was found between students' reading skills and Anglo-American literary competence [$r(288)=0.495$, $p=0.000$], and a significant relationship between viewing skills and Anglo-American literary competence [$r(288)=0.550$, $p=0.000$].

Conclusion: The findings indicate the need for further practice, improvement, and intervention to improve students' macro communication skills and Anglo-American literary competence. Employing differentiated teaching interventions and strategies plays a vital role in addressing these aspects.

Keywords: macro communication skills, Anglo-American literary competence, descriptive, comparative, correlational design, Philippine public schools

1. INTRODUCTION

Language can be expressed using the five macro communication skills: reading, writing, listening, speaking, and viewing [1]. Among these five macro skills, reading and viewing utilize visual materials. Reading is defined as making meaning from printed materials [2], while viewing is defined as attending to and understanding visual media. Developing students' reading and viewing skills can promote their

communicative competence, including competence in the appropriate use and understanding of literature [3].

Literature can be integrated with macro skills, as it enhances learners' horizons by providing them with classics of English and American literature [4]. Integrating Anglo-American literary texts in language teaching can make the learners more knowledgeable, interested, and motivated [5]. Literary works, such as prose, poetry, and drama, often provide authentic and meaningful learning experiences in the target language [6]. Literature teachers should also help develop the skills that make up the learners' literary competence, including distinguishing and decoding figurative languages, poetic and rhetorical devices, text features, and literary trends, forms, and genres [7].

In the Philippines, the Department of Education's K-12 Language Arts and Multiliteracies Curriculum (2016) targeted communicative competence and multiliteracies. The English 9 Curriculum Guide emphasized how learners demonstrate communicative competence by comprehending literature, specifically Anglo-American literature. The learning competencies in the said curriculum are distributed into eight (8) Integrated Language Arts Domains: Reading Comprehension, Listening Comprehension, Viewing Comprehension, Vocabulary Development, Literature, Writing and Composition, Oral Language and Fluency, and Grammar Awareness. Indeed, communication skills and literature go hand in hand in English language learning here in the Philippines, and literary competencies are integrated into different learning competencies [8].

Despite the pandemic in the year 2020, quality education is continuously provided to all Filipino students [9]. Anchored on DepEd Order No. 34 S. 2022, a public high school where this study was conducted continuously utilizes the implemented Most Essential Learning Competencies (MELCs) until today. The implemented MELCs contain the same program and grade-level standards with minimized learning competencies. Thus, this study focused on only some of the MELCs coverage but only on competencies regarding viewing and reading skills. However, challenges, as Ugwu [10] mentioned, including the poor learning environment, shortage of reading materials, low language proficiency, and having no proper literary orientation, are likewise evident in the said public school.

Few studies on communication skills [11,12,13] and literary competence [14] were conducted in the Philippines. Additionally, an experimental study on integrating viewing during the pre-reading stage was conducted by Saeidi and Ahmadi [15]. Correlational studies on English skills and literary competence [16,17] were likewise conducted. Moreover, a few studies were conducted about integrating a literary approach to English language learning [18,19,20] and teaching literature to enhance learners' communication skills [21]. However, a dearth of literature on reading and viewing skills correlated with Anglo-American literary competence among junior high school students leads to the research gap this study seeks to fill.

Thus, this study determined the levels of macro communication skills in terms of reading and viewing and the levels of Anglo-American literary competence of the Grade 9 students in a public high school in Cadiz City during the school year 2021-2022. This study also assessed if a significant relationship exists between the students' macro communication skills and Anglo-American literary competence. The findings of the study served as a basis for the supplementary materials crafted to help improve the student's reading skills, viewing skills, and literary competence in the said public high school in Cadiz City.

1.1 Research Problem

This paper assessed the levels of macro communication skills, in terms of reading and viewing, and the levels of Anglo-American literary competence of two hundred and ninety (290) grade 9 students in a public high school in Cadiz City, Negros Occidental, Philippines, with their birth order, parents' highest educational attainment, and class classification as demographics. Then, it determined whether a significant relationship exists between the students' macro communication skills and Anglo-American literary competence. Significantly, the study's findings served as a basis for the crafted supplementary

materials to help improve students' reading, viewing, and literary skills in the said public junior high school.

2. FRAMEWORK OF THE STUDY

The study theorized that the grade 9 students' levels of macro communication skills, in terms of reading and viewing, and Anglo-American literary competence vary according to their birth order, parents' highest educational attainment, and class classification. In addition, it is also assumed that the student's macro communication skills are correlated with his Anglo-American literary competence. These assumptions were anchored on Piaget's [22] Cognitive Constructivism Theory in language development. Overall, this language learning theory of Piaget focuses on how important an existing knowledge or set of skills is to gain a new set of knowledge and skills. Thus, this theory's principle of giving importance to an existing set of knowledge of skills to learn and develop new ones supports the study's theory that grade 9 students' macro communication skills can eventually influence how they develop their literary competence. Additionally, the theory's process of assimilation and accommodation supports the study in terms of how the students develop their literary skills using their existing communication skills to reach their expected level of competency.

3. METHODOLOGY

3.1 Research Design

This quantitative study utilized descriptive, comparative, and correlational research approaches. Sirisilla [24] described descriptive research as a powerful tool to be used by researchers in gathering data about a particular group or phenomenon. The descriptive approach was used in determining the levels of macro communication skills in terms of reading and viewing and the Anglo-American literary competence of the students. The comparative approach determined whether a significant difference exists when students' levels of macro communication skills and Anglo-American literary competence are grouped according to demographics. Lastly, the correlational approach, described by Bhandari [24], was used to determine whether a significant relationship occurred between the level of macro communication skills and Anglo-American literary competence of the Grade 9 students.

3.2 Respondents

The respondents of the study were the 290 Grade 9 students of a public junior high school in Cadiz City for the school year 2021-2022. These students were determined using stratified random sampling and the fishbowl technique.

Table 1. *Distribution of Respondents*

Grade 9 Students	N	n	%
STE Class	73	18	6.2
Controlled Class	140	35	12.1
Regular Class	952	237	81.7
Total	1165	290	100.0

3.3 Research Instrument

A researcher-made test questionnaire based on the Grade 9 English Most Essential Learning Competencies (MELCs) of the Department of Education was used for the study. This instrument is a 60-item multiple choice test consisting of three parts, measuring the levels of macro-communication skills in terms of reading, viewing, and literary competence. The instrument was validated by a total of eight (8)

subject matter experts and attained content validity index scores of 0.93 (reading), 0.98 (viewing), and 0.96 (Anglo-American). At the same time, it had undergone pilot testing utilizing 30 grade 9 students who were non-actual participants of the study and obtained a very high-reliability result of 0.803 (reading), 0.809 (viewing), and 0.887 (Anglo-American). In terms of test item analysis, results obtained were 92% retained and 8% rejected (reading), 90% retained and 10% rejected (viewing), 96.7 % retained, and 3.3% rejected (Anglo-American). For the interpretation, it utilized the scale in ascending order: very low, low, moderate, high, and very high.

3.4 Data Analysis

Descriptive, comparative, and correlational analyses were utilized in analyzing the data. The descriptive analysis, specifically the mean, standard deviation, frequency count, percentage, and rank, was used to determine the profile of the respondents, the levels of reading and viewing skills, and the levels of Anglo-American literary competence of the students. For the comparative analysis, the Kolmogorov-Smirnov test was used to determine the normality of the variable, which revealed that the variables reading [KS=0.104, p=0.000], viewing [KS=0.135, p=0.000], and Anglo-American literature [KS=0.152, p=0.000] are not normally distributed. Hence, nonparametric statistics were used for inferential questions. Kruskal Wallis was used to determine the significant difference in the levels of macro communication skills and levels of Anglo-American literary competence. Lastly, the Spearman rank correlation was used to determine the significant relationship between the macro communication skills and Anglo-American literary competence of grade 9 students.

4. RESULTS AND DISCUSSION

Levels of Macro Communication Skills in Terms of Reading

Table 2 presents the respondents' levels of macro communication skills in terms of reading. The level of macro communication skills in terms of reading as a whole (M=10.97, SD=3.92) is moderate.

This indicates a need for more improvement in the grade 9 student's skills and knowledge in reading, as they have not reached a high level of macro communication skills. The reading competencies to be given more emphasis for enhancement based on the results are differentiating biases from prejudices, judging the relevance and worth of ideas of the author's reasoning, and making connections between texts to particular social issues in real life.

A Philstar article by San Juan [11] reported that the Philippines ranked the lowest in reading among 79 countries during the 2018 Programme for International Student Assessment (PISA). This is likewise evident in the study conducted by Caraig and Quimbo [25] when they assessed the reading skills of Filipino secondary students, wherein the results revealed that most of the students obtained Near Mastery Level and Poor Mastery Level. Lamo [26] likewise assessed the grade 9 students' proficiency in the lessons found in the curriculum and was able to determine that the majority of the students attained developing level in terms of grammar, sentence construction, and reading comprehension in which lessons on biases and prejudices, judging relevance, and making connections in real life situations are usually implied.

Results indicated that when grouped according to birth order, respondents have the same levels of reading skills, which is moderate. However, the eldest obtained the highest mean (M=11.32, SD=3.95), and the only child got the lowest (M=10.58=3.68).

This means that students who are the oldest among the siblings possess **higher** competence and reading skills than those who were later born. This may be because of their attitude and sense of responsibility as part of the discipline and training at home being the eldest. On the other hand, children born without siblings tend to perform lower in reading compared to non-only children. This is because they lack the opportunity to read activities that are supposed to be enjoyed with their siblings.

This was emphasized by Keller et al. [27] when they conducted a study and found that firstborn children demonstrate better language than later-born children. Furthermore, Hotz [28] wrote about firstborn children doing better in school. He mentioned that there might be more theories trying to explain why eldest children perform better. However, these theories are still connected to one thing, and that is how the parents maintain discipline among their firstborn children. On the other hand, psychologist Falbo, as cited by Blake [29], stated that the presence of siblings at home may have both negative and positive impacts; however, being an only child is believed to have more negative consequences than positive ones. This supports the claim that only children lack opportunities to enjoy reading and develop reading skills at home since they do not have siblings to do this with.

When grouped according to parents' educational attainment, students with college-level parents obtained the highest mean ($M=12.40$, $SD=3.76$), interpreted as high. In contrast, students with elementary-graduate parents obtained the lowest mean ($M=9.65$, $SD=4.15$), interpreted as moderate.

These results indicate that students whose parents attained the college level possess the necessary skills and knowledge in reading. In contrast, students whose parents finished their education as elementary graduates need to enhance their reading skills more. This is because the higher the educational attainment of parents, the more involvement, assistance, and knowledge they can give to their children. The availability of reading materials from the parents at home could also influence their reading skills.

Roxas [30] studied the factors affecting Filipino students' reading skills. Among the factors mentioned are the environmental factors. Home and social environments were examples of environmental factors that affect a student's reading ability. This only means that their parents' involvement and educational attainment, which can help them at home, could be a factor in how these students attain their levels of reading skills. This was also emphasized by Torres [31] when she found out in her study that home-related factors and students not being exposed to reading materials at home affected and hindered the students' reading skills.

Regarding their class classification, students from the STE class obtained the highest mean ($M=15.67$, $SD=1.57$), interpreted as high, while the regular class obtained the lowest mean ($M=10.28$, $SD=3.83$), interpreted as moderate.

This means that grade 9 students who belong to special classes, like the STE class, perform better and possess higher levels of macro communication skills in reading. This is because STE students are exposed to the use of the English language as a medium of instruction in most subjects. In addition, these students have exposure to research and other activities that require them to read, analyze, and think critically. On the contrary, students from the regular class need enhancement in their reading skills, as they only demonstrate a fair level of necessary skills and knowledge. This is because regular classes utilize a non-specialized curriculum.

This is congruent to the study of Contillo-Galang [32], which elaborated that having English as a medium of instruction for students who belong to science, technology, engineering, and mathematics classes contributed to their Very Satisfactory level of proficiency when it comes to using the English language, in relation likewise to their reading skills. Reddy [33] also stated that the presence of research subjects in students' curriculum allows them to practice their skills in making in-depth analyses of certain topics, which is likewise a necessary skill to be used in analyzing reading materials given to them. However, research subjects are only given to students under a specialized curriculum.

Table 2. Levels of Macro Communication Skills in Terms of Reading

Variable	Reading
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	M	SD	Interpretation
Birth Order			
Oldest child	11.32	3.95	Moderate
Second child of only 2	10.91	3.25	Moderate
Middle child	10.82	4.24	Moderate
Youngest child	10.87	3.80	Moderate
Only child	10.58	3.68	Moderate
Parent's Highest Educational Attainment			
Elementary Level	9.67	4.35	Moderate
Elementary Graduate	9.65	4.15	Moderate
High School Level	10.19	4.06	Moderate
High School Graduate	10.58	3.57	Moderate
College Level	12.40	3.76	High
College Graduate	11.79	3.65	Moderate
Class			
STE Class	15.67	1.57	High
Controlled Class	13.17	2.67	High
Regular Class	10.28	3.83	Moderate
Whole	10.97	3.92	Moderate

Levels of Macro Communication Skills in **Terms of Viewing**

Table 3 presents the respondents' levels of macro communication skills in terms of viewing. The level of macro communication skills in terms of viewing as a whole ($M=9.80$, $SD=5.54$) is moderate.

The result indicates that these grade 9 students need more exposure to viewing activities, discussions, and practices in order for them to attain a higher level. The viewing competency, which was part of their MELCs and focused on determining the relevance of the ideas presented in the material/s viewed, must be emphasized more by giving the students sufficient materials to aid these students need for improvement. Training on teaching strategies and time management skills must also be given to teachers to help students enhancement of viewing skills.

Furigay [34] wrote that viewing as the fifth macro skill enhances students' other four macro skills since viewing augments their analytical thinking skills. However, here in the Philippines, there is an evident problem in the lack of learning materials and technical services that can cater to students' needs in developing their viewing skills. Furthermore, Furigay [34] emphasized that the lack of training and seminars for teachers to use multimedia resources hinders students' viewing skills enhancement. Lastly, despite new teachers being exposed to technology, the problem of having time constraints in conducting classes for viewing competencies is also present. Thus, these hindrances and issues affect students' level of viewing skills.

When grouped according to birth order, only children attained the highest mean ($M=10.96$, $SD=5.25$), interpreted as moderate, and the second children of only two siblings got the lowest mean ($M=8.03$, $SD=5.47$), also interpreted as moderate.

This means that a student born as an only child possesses a higher level of viewing comprehension compared to students born with siblings. This is because of their greater access and exposure to multimedia resources available at home. In contrast, students born second in the family have less exposure to visual or multimedia learning materials because of limitations on time and materials available.

As learners in the 21st century, students nowadays should be adequately equipped with the knowledge, skills, values, and attitude needed to cope with the changes they face in education, like the evolvement of viewing competencies in their lessons [35]. Evidently, children born with no siblings at home tend to have

greater access and exposure to multimedia resources like **television**, which helps them develop their viewing comprehension easier. Chioran [36] believes that the more the students are exposed to multimedia resources, the more they can enhance their skills in making connections between verbal and visual representations of the materials being viewed, leading them to a deeper understanding and eventually improving their viewing skills.

In terms of parents' highest educational level, students whose parents attained the college level got the highest mean ($M=11.44$, $SD=6.00$), interpreted as moderate. In contrast, those whose parents attained elementary level got the lowest mean ($M=8.46$, $SD=5.36$), also interpreted as moderate.

These results mean that the grade 9 students raised by parents who attained a college level of education perform better in viewing skills. This is because the higher the educational attainment of parents, the more they can guide their children in viewing materials and activities. In contrast, students whose parents attained an elementary level have less exposure and practice to develop their necessary skills and knowledge in viewing.

When Aquilo and Icamen [37] conducted a study determining the factors that affect Filipino secondary students' viewing skills, it was found that when it comes to the evaluation level of viewing comprehension, home environmental factors were significantly related to students' viewing skills. This was also elaborated by Asad Khan et al. [38] in their study, which concluded that high-level educated parents tend to influence their children to achieve more and perform better relative to their knowledge and skills. The study of Đurišić and Bunijevac [39] elaborated that increased parental guidance and involvement have positively impacted students' success.

Regarding class classification, students from STE class got the highest mean ($M=17.61$, $SD=1.65$), interpreted as very high, and students from the regular class got the lowest mean ($M=8.52$, $SD=5.09$), interpreted as moderate.

With this, it is evident that special class students, like those from the STE class, possess higher levels of viewing comprehension skills, and those students from the regular class need more teaching-learning activities and materials. The specialized curriculum for STE classes, which focuses on technology and the availability of viewing facilities, contributes to their level of viewing skills.

Since technology and multimedia learning resources greatly impact students' learning process [59], their exposure to these digital and visual materials is likewise important for them to develop competitiveness and gain better learning opportunities. Baterna et al.'s [40] study emphasized that students in special classes of science, technology, and engineering demonstrate a high level of literacy in utilizing and understanding media resources and thus perform better communicative interaction through technology.

Table 3. Levels of Macro Communication Skills in terms of Viewing

Variable	Viewing		
	M	SD	Interpretation
Birth Order			
Oldest child	10.13	5.64	Moderate
Second child of only 2	8.03	5.47	Moderate
Middle child	9.85	5.78	Moderate
Youngest child	9.71	4.94	Moderate
Only child	10.96	5.25	Moderate
Parent's Highest Educational Attainment			
Elementary Level	8.46	5.36	Moderate
Elementary Graduate	8.59	5.77	Moderate
High School Level	8.67	5.17	Moderate
High School Graduate	8.98	5.10	Moderate
College Level	11.44	6.00	Moderate

College Graduate Class	11.19	5.55	Moderate
STE Class	17.61	1.65	Very High
Controlled Class	14.46	3.78	High
Regular Class	8.52	5.09	Moderate
Whole	9.80	5.54	Moderate

Levels of Anglo-American Literary Competence

Table 4 presents the level of Anglo-American literary competence of the Grade 9 students. The level of Anglo-American literary competence of these students as a whole ($M=8.33$, $SD=3.86$) is moderate.

This means that the grade 9 students have a fair level of knowledge and comprehension of Anglo-American literary pieces. Thus, emphasizing the competencies of making connections between texts to particular social issues and concerns in real life and analyzing literature to understand unchanging values in a volatile world is still needed.

Zhou [41] believed that integrating Anglo-American competence is vital to students' comprehension and development. Yavuz [42] conducted a study to determine the difficulties encountered by students in interpreting literary texts. Results revealed that understanding and analyzing text and its connection with the author, the place and time it was written, and their themes were among the issues that often hinder students' comprehension of literary texts.

When grouped according to birth order, those students born as only children attained the highest mean ($M=9.85$, $SD=3.75$), interpreted as moderate, while those students born as middle children got the lowest mean ($M=7.74$, $SD=3.89$), interpreted as low.

These results present that students born with no siblings are more competent than those born with siblings. This may be because of their independence and the high expectation for what they will achieve. Specifically, students born as middle children lack the necessary knowledge and comprehension skills to attain a higher level of Anglo-American literary competence. Often, middle children were not given much attention by their parents, affecting their attitude and perspective in life.

Children born without siblings portray similar traits to firstborn children. However, they demonstrate higher ambition, independence, character, and intelligence [43]. This was supported by a recent study conducted by Goisis et al. [44], which resulted in children with no siblings attaining higher scores than children with two or more siblings. On the other hand, students born as middle children are often perceived as neglected or excluded by their family members, known as the middle child syndrome [45]. This syndrome is one thing that affects middle children's attitude toward their performance at school.

In terms of parents' highest educational level, students whose parents attained college level got the highest mean ($M=9.60$, $SD=4.12$), interpreted as moderate. In contrast, students whose parents attained high school level got the lowest mean ($M=7.21$, $SD=3.36$), interpreted as low.

This indicates that the grade 9 students whose parents reached the college level possess better knowledge and literary comprehension than students whose parents attained lower educational attainment. Specifically, students whose parents attained high school level lack literary competence. This is similar to the previous result on macro-communication skills. The higher the educational attainment of parents, the greater their involvement in their children's education, thus, influencing their children's literary competence.

Parents' involvement and support have been an indication of students' academic outcomes [46]. In connection with factors affecting the students' competence, Liu et al. [47] and Ecang and Petalla [58] believed that a student's learning development is affected by several factors, including factors found at

home, specifically family support. Like the factors discussed that affect students' reading and viewing skills, parental support at home affects a student's language and literary development.

Regarding class classification, students from STE class got the highest mean (M=14.72, SD=2.30), interpreted as high, while students from the regular class got the lowest mean (M=7.37, SD=3.26), interpreted as low.

This is an indication that students from the STE class possess a good level of knowledge and literary competence. On the other hand, regular class students need more exposure and practice to develop the necessary skills to reach a higher level of literary competence. STE classes are more exposed to challenging literary materials and activities that require creative and critical analysis. The more opportunities students have in these activities and materials, the more they will develop their literary competence.

Literature has been integrated into language teaching for a long period now. However, there are certain obstacles present in this. Yulnetri [48] elaborated in her research paper that, according to English teachers, teaching and integrating literature is interesting; however, the presence of difficult language in literary pieces, inappropriacy of the literary pieces to students' learning levels, time management, and lack of literary tools are some of the hindrances to students' literary skills development. This supports the result that students in the STE class, having a higher level of language proficiency, can overcome these hindrances easier compared to students who belong in the regular class in learning Anglo-American literary competencies.

Table 4. *Level of Anglo-American Literary Competence of Grade 9 Students*

Variable	M	SD	Interpretation
Birth Order			
Oldest child	8.68	3.86	Moderate
Second child of only 2	8.52	3.98	Moderate
Middle child	7.74	3.89	Low
Youngest child	7.96	3.64	Low
Only child	9.85	3.75	Moderate
Parent's Highest Educational Attainment			
Elementary Level	8.04	3.70	Moderate
Elementary Graduate	8.18	3.47	Moderate
High School Level	7.21	3.36	Low
High School Graduate	7.86	3.76	Low
College Level	9.60	4.12	Moderate
College Graduate	9.03	4.07	Moderate
Class			
STE Class	14.72	2.30	High
Controlled Class	11.54	3.42	Moderate
Regular Class	7.37	3.26	Low
Whole	8.33	3.86	Moderate

Differences in the levels of macro communication skills in terms of reading and viewing when grouped according to birth order, parents' highest educational attainment, and class classification

Table 5 presents the significant difference in the levels of macro communication skills in terms of reading and viewing of the grade 9 students when grouped according to their birth order, parents' highest educational attainment, and class classification. Using the Kruskal Wallis test, results revealed no

significant difference in the levels of macro communication skills in terms of reading when the students were grouped according to their birth order [$\chi^2(4)=1.249$, $p=0.870$]. However, there was a significant difference when respondents were grouped according to parents' highest educational attainment [$\chi^2(5)=16.726$, $p=0.005$] and class classification [$\chi^2(2)=46.851$, $p=0.000$]. Hence, the null hypothesis is rejected.

Specific to reading skills, the post hoc test revealed that in terms of parents' highest educational attainment, students whose parents are college-level and college graduate have significantly higher scores than students whose parents are elementary-level and elementary graduate. This indicates that the higher the parents' educational attainment, the more involvement, assistance, and knowledge they can give their children at home. The availability of reading materials that the parents also have at home can be a factor that can influence their children's reading skills.

Many studies have shown and proven that parents' involvement plays a vital role in their children's academic performance [49]. A study conducted by Gezke and Ozola [50] yielded that students whose parents were actively involved and participative in reading activities scored higher in reading skills. Another study conducted by Roxas [30] mentioned that environmental factors, like home factors, are among the factors that affect students' reading skills. This only means that parents' involvement and educational attainment, which can help them at home, could be a factor in how these students attain their levels of reading skills. This was also emphasized by Torres [31] when she found out in her study that home-related factors and students not being exposed to reading materials at home affected and hindered the students' reading skills.

When grouped according to class classification, students in STE classes have significantly higher scores than students from controlled and regular classes. This means that students in STE class perform better and possess higher levels of macro communication skills in reading. This is because STE students are exposed to the use of the English language as a medium of instruction in most subjects. In addition, these students have exposure to research and other activities that require them to read, analyze, and think critically. On the contrary, students from the regular class need enhancement in their reading skills as they only demonstrate a fair level of necessary skills and knowledge. This is because regular classes utilize a non-specialized curriculum.

The study of Contillo-Galang [32] elaborated that having English as a medium of instruction for the students who belong to science, technology, engineering, and mathematics classes contributed to their Very Satisfactory level of proficiency when it comes to using the English language in relation likewise to their reading skills. Reddy [33] also stated that the presence of research subjects in students' curriculum allows them to practice their skills in making in-depth analyses of certain topics, which is likewise a necessary skill to be used in analyzing reading materials given to them. However, research subjects are only given to students under a specialized curriculum.

Similarly, regarding students' levels of macro communication skills in terms of viewing, no significant difference was found when they were grouped according to their birth order [$\chi^2(4)=5.108$, $p=0.276$]. However, a significant difference existed when these respondents were grouped according to their parents' highest educational attainment [$\chi^2(5)=13.329$, $p=0.020$] and class classification [$\chi^2(2)=69.761$, $p=0.000$]. Hence, the null hypothesis is rejected.

Specific to viewing skills, the post hoc test revealed that in terms of parents' highest educational attainment, students whose parents are college level have significantly higher scores than students whose parents are elementary level, elementary graduate, and high school level. This means that the grade 9 students raised by parents who attained a college level of education perform better in viewing skills. This is because the higher the educational attainment of parents, the more they can guide their children in viewing materials and activities. In contrast, students whose parents attained an elementary level have less exposure and practice to develop their necessary skills and knowledge in viewing.

As children of this generation go through 21st-century learning, the parents' support is increasingly needed to ensure the best support for their children's education [51]. Aquilo and Icamen [37] conducted a

study determining the factors that affect Filipino secondary students' viewing skills, and the results revealed that when it comes to the evaluation level of viewing comprehension, home environmental factors were significantly related to students' viewing skills. This was also elaborated by Asad Khan et al. [38] in their study, which concluded that high-level educated parents tend to influence their children to achieve more and perform better relative to their knowledge and skills. The study of Đurišić and Bunijevac [39] elaborated that increased parental guidance and involvement have positively impacted students' success. Tamboto et al. [52] also emphasized that the parents' teaching knowledge is an inhibiting factor in developing students' macro communication skills.

When grouped according to class classifications, students in STE classes have significantly higher scores than students from controlled and regular classes. With this, it is evident that special class students, like those from the STE class, possess higher levels of viewing comprehension skills, and those students from the regular class need more teaching-learning activities and materials. The specialized curriculum for STE classes, which focuses on technology and the availability of viewing facilities, contributes to their level of viewing skills.

Since technology and multimedia learning resources greatly impact students' learning process, their exposure to these digital and visual materials is likewise important for them to develop competitiveness and gain better learning opportunities. Baterna et al.'s [40] study emphasized that students in special classes of science, technology, and engineering demonstrate a high level of literacy in utilizing and understanding media resources and thus perform better communicative interaction through technology.

Table 5. *Difference in the Levels of Macro Communication Skills*

Variable	Reading			Viewing		
	χ^2	df	p	χ^2	df	p
Birth Order	1.249	4	0.870	5.108	4	0.276
Parents' Highest Educational Attainment	16.726*	5	0.005	13.329*	5	0.020
Class Classification	46.851*	2	0.000	69.761*	2	0.000

Note: *difference is significant when $p \leq 0.05$

Difference in levels of Anglo-American Literary Competence when Grouped according to Birth Order, Highest Educational Attainment of Parents, and Class Classification

Table 6 indicates the significant difference in the grade 9 students' levels of Anglo-American literary competence. Results revealed no significant difference in the levels of Anglo-American Literary Competence of Grade 9 Students when grouped according to birth order [$\chi^2(4)=8.287$, $p=0.082$]. However, there was a significant difference in the levels of Anglo-American literary competence when respondents were grouped according to their parents' highest educational attainment [$\chi^2(5)=12.224$, $p=0.032$] and class classification [$\chi^2(2)=72.247$, $p=0.000$]. Thus, the null hypothesis is rejected.

Post hoc test revealed that in terms of parents' highest educational attainment, students whose parents attained college level have significantly higher scores than students whose parents attained high school level. This indicates that the grade 9 students whose parents reached the college level possess better knowledge and literary skills than students whose parents attained lower educational attainment. Specifically, students whose parents attained high school level lack literary competence. This is similar to the previous result on macro-communication skills. The higher the educational attainment of parents, the greater their involvement in their children's education, thus, influencing their children's literary competence.

Parents, with their educational backgrounds and experiences, have different perceptions of how they will be involved in their children's literary competence. This was emphasized by Naranjo [53] when she conducted a study that revealed that students whose parents are actively involved in their literary comprehension activities attained higher scores than those whose parents have less participation and involvement. Parents' involvement and support have been an indication of students' academic outcomes [46]. In connection with factors affecting the students' competence, Liu et al. [47] believed that a student's

learning development is affected by several factors, including factors found at home, specifically family support. Like the factors discussed that affect students' reading and viewing skills, parental support at home affects a student's language and literary development.

When grouped according to class classification, students in STE classes have significantly higher scores than students from controlled and regular classes. This is an indication that students from the STE class possess a good level of knowledge and literary competence. On the other hand, regular class students need more exposure and practice to develop the necessary skills to reach a higher level of literary competence. STE classes are more exposed to challenging literary materials and activities that require creative and critical analysis. The more opportunities students have in these activities and materials, the more they will develop their literary competence.

Evidently, literature has been integrated into language teaching for a long time. However, there are certain obstacles present in this. Yulnetri [48] elaborated in her research paper that, according to English teachers, teaching and integrating literature is interesting; however, the presence of difficult language in literary pieces, inappropriacy of the literary pieces to students' learning levels, time management, and lack of literary tools are some of the hindrances to students' literary skills development. This supports the result that students in the STE class, having a higher level of language proficiency, can overcome these hindrances easier compared to students who belong in the regular class in learning Anglo-American literary competencies.

Table 6. *Difference in the Level of Anglo-American Literary Competence of Grade 9 Students*

Variable	χ^2	df	p
Birth Order	8.287	4	0.082
Parents' Highest Educational Attainment	12.224*	5	0.032
Class Classification	72.247*	2	0.000

Note: *difference is significant when $p \leq 0.05$

Relationship between the Students' Macro Communication Skills in terms of Reading and Viewing and Anglo-American Literary Competence

The Spearman rank correlation was used to determine the significant relationship between the macro communication skills and Anglo-American literary competence of grade 9 students. Table 7 shows a significant relationship between reading skills and Anglo-American literary competence [$r_s(288)=0.495$, $p=0.000$] of the grade 9 students.

This means that the reading skills of students influence their Anglo-American literary competence. Similarly, the higher the reading skills of students, the higher their Anglo-American literary competence.

DeBruin-Parecki et al. [54] stated that students' reading skills enable them to become independent and well-equipped to understand and analyze complex texts like those of Anglo-American literary pieces. The higher their reading skills, the better they can connect to real life through tasks [60], understanding complex notions, and reflecting on the information presented in literary pieces. Glenberg [55] also implied that students' reading comprehension skills accounts for their ability to engage and respond to the information provided in literary texts.

Results also revealed a significant relationship between the students' viewing skills and Anglo-American literary competence [$r_s(288)=0.550$, $p=0.000$].

This means that the viewing skills of students influence their Anglo-American literary competence. Similarly, the higher the viewing skills of students, the higher their Anglo-American literary competence.

Using films and other audio-visual materials is a powerful teaching strategy often utilized by some educators [56]. They can be combined with other learning resources to target learning competencies, specifically in the modern language and literary learning process. Dorshomal et al. [57] also believed that

video technology is integral to developing students' language and literary skills. These claims were strengthened by a study by Saeidi and Ahmadi [15] focusing on how audio-visual materials influence students' performance in dealing with literary texts. The findings of the study suggested that exposing students to video materials in relation to the text they are about to read allows them to perform better in comprehending and analyzing the literary texts since the use of video materials activates their schema and also develops positive attitudes towards students.

Table 7. Relationship between Macro Communication Skills and Anglo-American Literary Competence of Grade 9 Students

Variable	r_s	df	p
Reading	0.495*	288	0.000
Viewing	0.550*	288	0.000

Note: *difference is significant when $p \leq 0.05$

This study theorized that students' levels of macro communication skills in terms of reading and viewing influence their levels of Anglo-American literary competence. With the significant relationship between their macro communication skills and literary competence, Piaget's Cognitive Constructivism Theory was validated.

This theory believes that a student's learning capabilities are affected by his environment and pre-existing skills. With this, continuous practice and improvement targeting the students' reading, viewing, and Anglo-American literary skills are necessary to address their needs to attain a higher level of language and literary competence.

5. CONCLUSION

The overall result of the study indicates that there is indeed a need for further practice, improvement, and intervention. It also necessitates emphasis on the learning competencies focusing on their abilities to analyze and connect reading texts to particular social issues, comprehend viewing materials and their relevance, and analyze Anglo-American literary texts with their real-life implications. Additionally, there is an emphasis on giving importance to students' learning strengths and weaknesses, most especially to students whose parents attained low educational level and those in regular classes since they lack parental involvement, learning resources, and skills to aid their reading, viewing, and literary activities in school and at home. Lastly, employing differentiated teaching interventions and strategies, like literary integration with their language learning process, also plays a vital role in addressing students' needs and allowing them to improve their macro communication skills and Anglo-American literary competence.

6. LIMITATIONS OF THE STUDY

The assessment of the levels of macro communication skills and literary competence is limited to only one public junior high school in the Philippines, with only grade 9 students as respondents. Also, it was only limited to two macro communication skills, reading and viewing. It was only limited to one literary genre, Anglo-American literature, with demographic variables of birth order, parents' highest educational attainment, and class classification. Lastly, it utilized a quantitative method with a researcher-made test questionnaire.

7. DIRECTION FOR FUTURE RESEARCH

This paper encourages future researchers to conduct similar studies among other public schools with a larger and more heterogeneous sample. Future researchers are likewise encouraged to employ qualitative and mixed-method research approaches, enhance the research design to have a more advanced approach, focus on other macro communication skills and literary genres, employ other demographic variables such as family income, and utilize factorial analysis for instrument reliability testing.

8. PRACTICAL VALUE OF THE PAPER

The focus of the study, the levels of macro communication skills and Anglo-American literary competence, can be utilized when addressing the needs of the students in their language and literary learning process in different schools and schools' divisions of the secondary schools in the Philippines. For the Department of Education, the study hopes to re-evaluate professional standards and measures to deliver quality education that meets the demands of a dynamic learning environment. For curriculum planners, the study also necessitates a re-evaluation of the goals, objectives, and competencies present in the English 9 curriculum. Teachers may likewise develop awareness and address challenges that hinder students from attaining higher levels of macro communication skills and literary competence.

9. CONSENT

The authors collected and preserved the respondents' written consent per international and university standards.

UNDER PEER REVIEW

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