



Social Interaction Skills in English Communication

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The researchers wanted to determine the relationship between social interaction skills in English communication as the researchers noticed that social interaction using the English language is what professionals usually used. They wanted to discover if the HUMSS students are prepared to move up to the next step, which is going to higher education.

Study Design: The design used in this study is Descriptive research.

Place and Duration of Study: Laguna University Senior High School Department.

Methodology: Grade 12 Humanities and Social Sciences students of Laguna University - Senior High School Department consisting forty-two (42) students were the chosen respondents of the researchers.

Results: There is a significant relationship between the students' English proficiency and social interaction skills as the results showed that most of the respondents fall under upper intermediate

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on the English proficiency test. In addition to that, English language in social communication is essential as it helps them to socialize with other people resulting in a very satisfactory skill.

Conclusion: There is a significant relationship between the students' English proficiency and social interaction skills.

Keywords: Descriptive Research, English Language, English Proficiency, Social Interaction.

1. INTRODUCTION

In the twenty-first century, the entire world has become narrow, accessible, shareable, and familiar for all the people living on this earth. Asif et al. (2018) stated that English is used as a common language and it is also used as a medium of instruction and is becoming a central pedagogy in various countries in the world [1-6]. English competency in the Philippines is one of the greatest assets that made Filipinos known and recognized as a global workforce attracting foreign investors, which contributes to the growing economy of the country. English communication will always be the most useful skill of every educated Filipino because it is already embedded in our culture, history, and identity as a bilingual nation [25-31].

The English proficiency index - an annual ranking by their level of English - over the past years, showed that the Philippines is having a gradual deterioration in terms of English fluency. As of the 2022 record, the Philippines ranked 22nd in Asia's English fluency, unlike the other years. About that, these studies have been mostly conducted in ESL settings, rather than EFL [17-24]. The researchers will explore the factors affecting their social interaction skills using the English language in the classroom. This study will try to go deeper to discover the reasons behind the major factors affecting the student's social interaction skills in English communication. Continuously, the English medium of instruction helps improve students' English proficiency for social interaction where the English language is used as a second language here in the Philippines [7-16].

This study conducted with students of Laguna University - Senior High School, Sta. Cruz Laguna. It consists of forty-two (42) respondents which are grade 12 Humanities and Social Sciences students. In addition, this study conducted to identify the relationship between the students' social interaction skills and English proficiency. They can also be encouraged to practice more to be well-equipped while using the second language using communication [61-71]. In this study, instead of using the first

language in classroom discussion, students should be encouraged by their teacher to use the second language and explore the model of discourse to have better interaction while using the English language not only for academic purposes but also for other related conversations. The researchers believed that for the students to become good communicators, a teacher must secure a learning environment in which students may feel comfortable while having social interaction using the English language and develop their confidence.

2. MATERIALS AND METHODS

The design used in this study is descriptive research. The main purpose of this study is to determine the relationship between the social interaction skills and English language proficiency of selected HUMSS (Humanities and Social Sciences strand) students at Laguna University - Senior High School Department [33-45].

As stated by Fox and Bayat (2019), descriptive research is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely that was possible without employing this method. In its essence, it was used to describe various aspects of the phenomenon. Descriptive research is also used to describe characteristics and/or behavior of the sample population in its popular format. Relevant to the study, descriptive research was used to measure the factors affecting social interaction skills in English communication. To obtain the significant information requisite to the present study, data collection is essential. Mixed research methods for data analysis will be employed. Whereas to answer the research topic, the researchers will use a five-point ranging scale for close-ended survey questionnaires and an open-ended questionnaire. Mixed methods can provide a more complete picture than a standalone quantitative or qualitative study because it contains the strengths of both methodologies. In the behavioral, health, and social sciences, mixed methods research is frequently employed,

particularly in multidisciplinary settings and complicated situational or social studies (Tegan, 2021). An article by Creswell and Clark (2019), defined mixed-methods research as those studies that include at least one quantitative and one qualitative strand. A strand is a component of a study that encompasses the basic process of conducting quantitative or qualitative research: posing a research question, collecting and analyzing data, and interpreting results.

A quantitative approach was used in this study to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables - and generalize results from a larger sample population [46-60].

As stated by de Franzo (2019), the qualitative approach means to gain an understanding of underlying reasons, opinions, and motivations. This approach will also be used in this study to provide insights into the problem or help to develop ideas or hypotheses for potential quantitative research. A qualitative approach will also be used in this study to uncover trends in thought and opinions and dive deeper into the problem.

The study was conducted at Laguna University, which is a public university. This school comprises senior high school and college. It is located at Laguna Sports Complex, Barangay Bubukal, Sta. Cruz, Laguna, 4009 (latitude: 14°16'23.0"n, longitude: 12°125'10.3"e).

The simple random sampling technique was used by the researchers for this study. According to Easton and McColl, a simple random sampling method is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (population). The researchers randomly chose participants from a population and all population members had an equal chance of being selected.

To gather the data needed for this study, the researchers used quantitative survey questionnaires which is a close-ended designed to elicit extensive information from respondents, this inquiry was used to gather numerical data for statistical analysis. The questions are a combination of predetermined answers for respondents to choose from a questionnaire that were distributed to the selected students of grade 12 humanities and social sciences at Laguna University - senior high school.

The researchers used the EF set to specifically identify the English language proficiency of the students as it gives a specific result. The questionnaire from EF set tested the students reading and listening skills using the English language which only took 15 minutes to answer. Moreover, EF set uses a three-level scale: Beginner, Advanced, and Intermediate. Another set of questionnaires, which is a validated questionnaire, consists of ten (10) questions, including five (5) close-ended surveys and five (5) open-ended questions about social interaction skills.



Fig. 1. Location of the study site

Table 1. Likert Scale for Students’ Social Interaction Skills

Scale	Range	Description	Interpretation
5	4.21-5.00	Always	Outstanding
4	3.41-4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Seldom	Unsatisfactory
1	1.00-1.80	Never	Poor

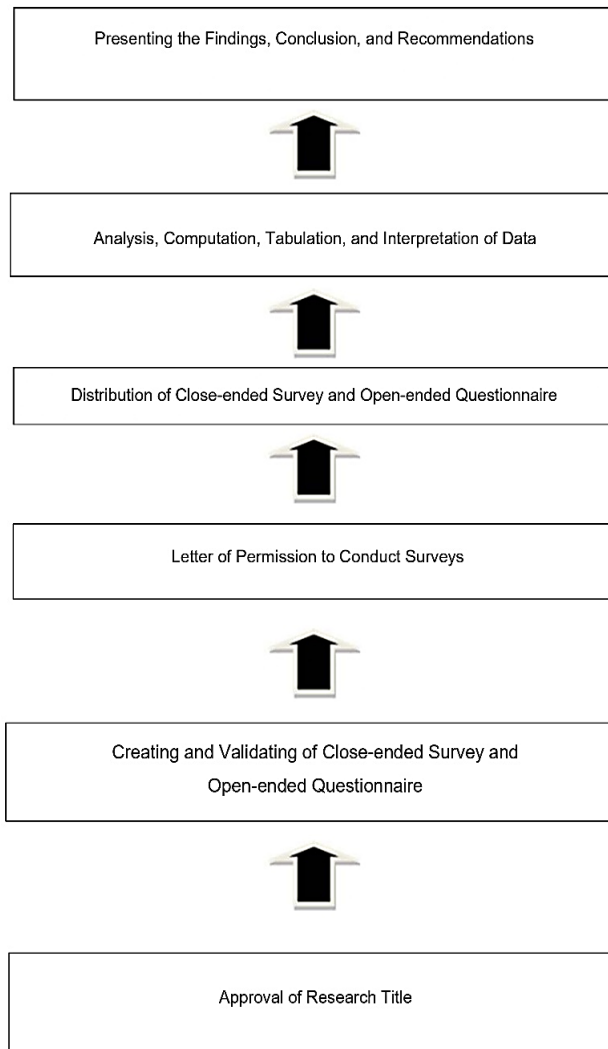


Chart 1. Flow chart showing research approval protocol

The interpretation of the data was acquired by applying several statistical treatments. The following formula was used to analyzed, arranged, and determined the data gathered.

Table 2. Treatment of data

Formula	Function
Weighted mean and standard deviation	To determine the factors affecting social interactions skills of students in Laguna
Chi – square test	To determine if there are relationships that can help in improving the English communication among Laguna - Senior High School.

3. RESULTS AND DISCUSSION

The presentation of the major findings followed this order: What is the level of English proficiency of the students? What is the level of students' social interaction skills using English? And is there a significant relationship between English proficiency and social interaction skills?

Out of the 42 students in the study, 22 were at the Upper Intermediate level of English Proficiency, accounting for 52.38% of the population.

Data shows that 28 out of 42 research respondents met the average standards for social interaction skills, indicating that 66.67% of the population have a satisfactory level of social interaction skills.

In conclusion, based on p-values and two-tailed tests, there was a significant relationship between respondents' English Language Proficiency and their Social Interaction Skills. Consequently, the null hypothesis was rejected, leading the researchers to conclude that there was a significant relationship between the students' English proficiency level and social interaction skills.

Table 3 displays the English proficiency levels of the selected Grade 12 students from the Humanities and Social Sciences program at Laguna University Senior High School, including Elementary, Upper Intermediate, and Proficient levels.

Table 3 consists of a total frequency of 42, representing 100%. Specifically, the elementary level reached a frequency of 7, constituting 16.67%. The upper intermediate level reached a frequency of 22, representing 52.38%. Lastly, the proficient level reached a frequency of 13, accounting for 30.95%. These results indicate that the students' English proficiency level is upper intermediate, as it has the highest frequency and percentage among all levels.

According to Armea (2022), the study showed the overall English proficiency level of English major students. It was discovered that 1 or 2.38 percent of 42 students were ranked as advanced proficient and ranked fourth, 14 or 33.33 percent were ranked as proficient and ranked second, and 22 or 52.39 percent were approaching proficient and ranked first. Among the five proficiency level categories, 5 or 11.90 percent were developing proficient and ranked third, with no student falling into the beginning proficient category. It can be deduced that the majority of the English major students were approaching proficiency; thus, they can understand and communicate academic content with more sophisticated vocabulary and varied verb tenses, implying that they need to improve their skills in reading comprehension, vocabulary, and especially grammar.

It is supported by Ocampo (2021), which emphasized that learners should be given more time to practice English to be proficient in various learning areas such as reading, grammar, and written skills. Also, they must be exposed to communication language situations such as storytelling, role-playing, activity cards, dramatization, narrative and description writing, and other interactive and interdisciplinary activities.

Table 4 presents the students' social interaction skills level such as outstanding, very satisfactory, and satisfactory of the selected Grade 12 students of Humanities and Social Sciences of Laguna University - Senior High School.

The statistical interpretation of the data presented in Table 5 reveals that out of 42 respondents, 4 students were under the outstanding level, and this translates to 9.52% of the population. Moreover, 66.67% of the population got the very satisfactory level and 23.81% of the population got the satisfactory level of social interaction skills. This shows that the students' social interaction skills are very satisfactory.

Table 3. Students' English proficiency level

CEFR	EF SET
<A1	1 – 19
A1 Beginner	20 – 39
A2 Elementary	40 – 49
B1 Intermediate	50 – 69
B2 Upper Intermediate	70 – 89
C1 Advanced	90 – 94
C2 Proficient	94 – 100

Table 4. Students’ social interaction skills

Proficiency	f	%	Mean	Verbal Interpretation
Outstanding	4	9.52	3.74	Very Satisfactory
Very Satisfactory	28	66.67		
Satisfactory	10	23.81		
Total	42	100		

Legend:

Scale	Description	Interpretation
5	Always	Outstanding
4	Often	Very Satisfactory
3	Sometimes	Satisfactory
2	Seldom	Unsatisfactory
1	Never	Poor

Moreover, responses to the open-ended questionnaire items were condensed. The students agreed that English is important because it allows them to communicate with other people and it can help them to reach their future profession, it gives the essence of giving a contribution to their knowledge. However, the challenges that most students face are on vocabulary and having a hard time speaking the English language fluently. The students also believed that their English communication skills affect their academic performance in terms of expressing their thoughts and opinions, and so as to understand unfamiliar words. However, they believe that learning English helps the students to be more sociable and conversational with people from other cultures. As a student, they just struggled with speaking, writing, speaking in front of others, pronouncing, and reading English words that are challenging to read and spell.

This was supported by the study conducted by Güneş and Sarigöz (2021)³². The study showed that 67.81% of the participants reported feeling great after practicing their English. Additionally, they claimed that when they practiced English, they were not bored (62.07%), perplexed (48.27%), or depressed (77%) in any way. Although the participants were eager to practice

their English, 60.92% of them were not confident in their ability to do so. Only 13.79% of respondents said they could speak English very well. Some participants (51.72%) claimed they were unable to express their thoughts and opinions in English. Many participants (59.77%) wanted more English lessons so they could practice speaking, writing, and communicating.

According to the survey, 71.26% of the participants were aware that they could speak with a variety of people (such as parents, teachers, or peers) or different sources (such as books, notebooks, and posters) (74.71%) for assistance if they needed it with their English. The results of the inventory showed that the participants did not refrain from speaking due to difficulties they ran into during oral participation (55.17%). In reality, the participants acknowledged that they were capable of handling issues that arose during the (58.62%) speaking process.

Using chi-square, Table 5 revealed the relationship between the student's English proficiency and social interaction skills. Comparing the p-value of 0.002472 with the alpha value of 0.05 with 4 degrees of freedom shows that the p-value is less than the alpha value and therefore interpreted as significant.

Table 5. Relationship between the students’ English proficiency and social interaction skills

English proficiency	Social Interaction Skills					
	X2	DF	Critical Value	P-value	Alpha Level	Analysis
	16.449	4	9.488	0.002472	0.05	Significant

*p-value < alpha level, significant > critical value, significant

In addition, chi-square value is greater than the critical value then the data did not fit the model, which means the null hypothesis is rejected and it is significant.

The results were supported by the study of Spearman (2019)⁷² which argued that effective communication and social skills were vital for students to engage meaningfully in academic and social settings, particularly in multicultural environments where English serves as a common language. The findings showed a significant positive correlation between students' English proficiency and their social interaction skills. Students with higher English proficiency displayed better social interaction abilities, such as active listening, verbal communication, empathy, and understanding of cultural nuances. The regression analysis further affirmed that English proficiency significantly predicted social interaction skills, even when controlling for variables like age, gender, and educational background [73-77]. The crucial role of English proficiency in fostering effective social interactions among students is when students possess strong English language skills, they can express themselves clearly, resulting in improved interpersonal communication and relationship-building [78-88]. Moreover, proficient English skills enable students to actively participate in group discussions, collaborate with peers, and engage in cross-cultural exchanges, ultimately promoting inclusivity and understanding within diverse communities.

4. CONCLUSION

The statistical treatments used in this study were the weighted mean, standard deviation, and chi-square test to determine the relationship between the students' social interaction skills and English proficiency.

Based on the gathered data, the following findings are revealed:

1. The English proficiency of the students obtained a weighted mean of 75.38, which is interpreted as proficient. Meanwhile, the social interaction skills of the students obtained a weighted mean of 3.74, which is interpreted as very satisfactory.
2. The relationships between students' English proficiency level and social interaction skills are significant.

There is a significant relationship between the students' English proficiency and social interaction skills.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX

Appendix A

Laguna University
Laguna Sports Complex
Brgy. Bubukal, Santa Cruz, Laguna
College of Education

May 17, 2023

AGNES G. YCOGO
Principal
Laguna University – Senior High School Department

Dear Ms. Ycogo:

Good day!

We, the bonafide students of Bachelor of Secondary Education Major in English from Laguna University – College of Education department, are conducting a study entitled "FACTORS AFFECTING THE SOCIAL INTERACTION SKILLS IN ENGLISH COMMUNICATION". We are writing this letter to seek your permission and approval to collect the data needed for research purposes. We need to use the forty (40) students at Laguna University – Senior High School Department as our respondents.

We would like to inform you that we are currently working on our research paper, which we are required to collect data from students by conducting close-ended surveys and open-ended questionnaires. This data will be used for research purposes only. We believe you will consider this as a genuine request to help us finish our research paper.

We are looking forward for your kind approval and request you to allow us for collecting data from the students.


Yours truly,

Researchers:



Austria, Kyra Sophia R.


Jose, Lino Jasmin S.


Palacio, Jillian Justine P.


Derpo, Chela Mae P.



Oliveros, Crislyn Joyce B.


Sevia, Brian


Noted by:


Leah E. Perez
Program Chair-BSED


Rose Naniotte J. San Juan
Research Coordinator


Jovelle M. Reyes
Research Adviser

Approved by:


Agnes G. Ycogo
Principal

Please coordinate with Sir Jeffrey Santos.

Certification/Endorsement Letter

Appendix B

Research Instrument

A. Social interaction skills in English communication

Indicators	Always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1. I feel anxious while using English Language.					
2. I use the English Language for communication					
3. I am satisfied and content using the English Language.					
4. I am aware that the English Language is important in Social Interaction Skills.					
5. I occasionally think that my English language proficiency was a factor in my ability to express my thoughts and opinions.					

Direction: Give yourself time to think and answer each question in your own words and experiences.

1. As a student, how do you perceive the importance of English communication skills in your future academic and professional pursuits?
2. What are the most common challenges you've faced as a student in developing your English communication skills?
3. How does your perception of your own English communication skills affect your academic performance?
4. Do you think studying English helps you to be an open - minded, and sociable person like English speaking people?
5. As a student, what are the problems you encountered in using the English language?

Appendix C

Narrative

The first thing the researchers did was begin the process of gathering data from the respondents, which is the most crucial step in this research. The researchers created a survey questionnaire with ten (10) questions across five (5) closed-ended and five (5) open-ended questionnaires. Before beginning the data collection process, the researchers first consulted with the Principal of the Laguna University - Senior High School regarding the students who are enrolled in Grade 12 Humanities and Social Sciences section B as their chosen respondents.

After receiving the principal's approval and permission they began to introduce the title, its topic and some background information then after that they started collecting the data, they used the simple random technique by gathering the data. The researchers randomly choose participants in the specific section since Grade 12 Humanities and Social Sciences students consist of a large population.

First, they asked for permission of the respondents to gather their personal information for research purposes and they assured that it will remain confidential and will only use for research purposes before handing them the printed questionnaires.

Second, by distributing the questionnaires to the chosen participants, we give them time to understand and analyze the questions that are attached to the questionnaire that we provided.

Third, as they answered the questions the researchers make sure that all of them are answering the questions seriously. To ensure that they fully comprehend the meaning conveyed by the questions, we are assisting them and explaining it to them.

Lastly, we distributed the questionnaires to our respondents and after they answered those questions we analyzed and interpreted the data that we gathered to present the conclusion, findings, and recommendations of the researcher's study.

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