

Grammar Difficulties of the College Freshmen Students of Cagayan Valley Colleges Tuguegarao

Norma M. Soriano

Faculty, Cagayan State University, College of Business, Entrepreneurship and Accountancy, Tuguegarao City, Cagayan
3500, Philippines

***Corresponding Author:**

Norma M. Soriano

Email: meladariel@yahoo.com

Abstract: With the advent of modern technology, various knowledge, commodities, or services become accessible to all kinds of people in the world. However, this is true, only for those who possess good communication skills in English. In this era of globalization, various ideas or concepts emerge from all parts of the world. Through correct grammar in English, the international language, a convergence of these ideas comes so easily. Hence, to unearth or discover these various forms of knowledge, the students in the global competition must be skillful, knowledgeable and proficient in speaking and writing by using the second language because knowledge absorption and construction logically result from the competent use of correct grammar in English. There were 38 participants in this study enrolled for the second semester SY 1998-1999 of Cagayan Colleges Tuguegarao. This paper highlights on the grammar difficulties of the students and remedies to be undertaken in order to hone the student's mastery of the English grammar.

Keywords: grammar, communication skills, globalization, international language, second language.

INTRODUCTION

Communication is necessary to establish societies, to knit people together in reciprocal relationship and to ensure human cooperation. It begins when we were born and continues throughout our entire life. Without it, no thought is ever expressed no word is ever written - no problem is ever solved. It is a central fact of the social process. It is the way by which a person influences another and is influenced in return. The ways may be direct and personal as when an instructor talks to a student, indirect and impersonal, as when a radio or television station conveys the message. Communication is thus, the carrier of the social process, it makes interaction within humankind possible and enables men to become social beings.

Confucius once said, "Without knowing the force of words, it is impossible to know man." In Confucius view [1], society continues to exist through communication. As the life blood of society, it sustains all the spheres of human existence-government, religion, politics, education, law, business and technology. Without it man can achieve only the most primitive knowledge, and no social organization is possible.

English is used when listening to lectures and talks, responding to interviews. Interviewing persons in authority and reading for information in foreign or local

publication. In informal settings, Filipinos need English when interacting with the supervisors outside of their place of work, reading for enjoyment, watching movies and TV. shows, talking with individuals with authority, chatting to foreigners at social gatherings and the like [2].

A remarkable decline in the capacity of students today for written as well as spoken English is very much felt. English teachers share the same view that students nowadays are very inarticulate in English. The poor English teachers find it a very trying and frustrating experience to handle College freshmen students who are ill-prepared to tackle higher English courses. He hardly knows where to begin and how to proceed. More often than not students who find it hard to express themselves in English find it easier to switch to the vernacular and the non-discouragement of the practice causes the deterioration.

With the situation, students' performance in the other disciplines is greatly affected because students could not bring out their ideas. The inability to express one's self prevents the students from participating in classroom discussion. As a result, he will graduate from college with minimal knowledge and skills of the English Language" [3]. The ability to learn more, the success in passing examinations, the potential in interacting and the quality of one's success are all

gauged by one's possession of the different, skills in the use of language. With the awareness of these, schools, especially those in the tertiary level, have been spending time, effort and money aimed at improving the communication skills of graduates. However, students seem to be very passive about these great things the schools and the teachers have been doing for their academic preparation and academic growth.

In the keynote speech of Aquino [4], he states that sorry state of English in the campuses has long been bewailed. Students' language competencies can neither be enhanced because they do not read enough. Aquino further comments on the language ineptitude of the students as in the following statements; "A reason that can be identified for the sorry state of English in our Collegiate campuses is the lure mediocrity, the siren song of academic and intellectual lethargy that has, like the Rampaging waves of lahar, all but obliterated the passion for excellence- and the visions of nobility. We are content with the bare and inelegant minimum. Even persons in the media who are in key positions to foster language skills in the students are hardly inspiring. Take Ramon Tulfo. His lines are hard-hitting when it suits his partisan interests and probably economic concerns for them to be so, but that is practically all there is to them. The English he uses is inelegant, many times awkward, peppered with phrases and expressions that are downright rude and uncouth."

Man communicates with people of other places. Without it, a black-out in ideas and information would take place. Communication is, therefore, important. in the society. Communication is one of our pervasive, important and complex clusters of behavior. The ability to communicate on a higher level, separates humans from other animals. Our daily lives are strongly affected by our communication with others as well as by messages from distant, and unknown persons.

Wallace [5] claims that bilingual prove to be far more in number than monolinguals on both verbal and non-verbal tests on intelligence.

In this regard, Allen [6] states that in the Philippines, knowledge can only be acquired, understand, and accepted and propagated if the vehicle of transmission is a known language.

Formal grammar, in the opinion of more than 95% of the teachers in grammar, should proceed functional grammar. In other words, the "know what" (understanding) should come before the "know how" (application). It is very logical that before one knows how to apply an idea learned he must first understand it,

he must first understand the rules and techniques before he attempts to apply the principle learned [7]. With the researcher's experience of teaching English, observations evidently convey that most of the students find difficulties in constructing good and correct simple sentences. They can hardly express themselves freely, effectively and communicatively in the target language. They often commit grammatical errors when they speak or write in English. This disturbing situation and language ineptitude of the students had motivated the researcher to study the grammar difficulties of College Freshmen Students.

Statement of the Problem

The study aimed to determine the grammar difficulties encountered by the College freshmen of Cagayan Valley Colleges Tuguegarao.

Specifically, this study sought. to answer the following sub-questions:

1. What are the grammar difficulties of the College freshmen students of Cagayan Valley Colleges Tuguegarao in terms of the usage of the following parts of speech:

1. The use of nouns
2. The correct usage of pronouns
3. The use of verbs
4. The use of adjectives
5. The use of adverbs
6. The correct, usage of prepositions
7. The correct usage of conjunctions
8. The use of interjections
9. Basic Sentence Pattern

2. What remedial activities will be undertaken to minimize the errors?

METHODOLOGY

The descriptive method was used in this study. According to Sanchez, descriptive research includes all of those studies that, purport to present facts concerning the nature and status of anything - a group of persons, a number of objects. at set of conditions, a class of events, a system of thought, or any other kind of phenomena which one may wish to study. This research is descriptive per definition of Sanchez because it sought to present data on the grammar difficulties of College freshmen.

Respondents of the Study

The respondents of the study were thirty eight (38) College Freshmen Students of the Cagayan Valley Colleges Tuguegarao who were enrolled in the second semester of the school year 1998-1999.

Table 1: Distribution of Respondents

| Respondents | Male | Female | Total |
|----------------------------|-------------|---------------|--------------|
| BS-Criminology | 20 | 0 | 20 |
| BS- Customs Administration | 3 | 1 | 4 |
| Bachelor of Arts | 7 | 3 | 10 |
| Police Technology | 4 | 0 | 4 |
| | 34 | 4 | 38 |

Statistical Treatment

The frequency count, percentage and rank were used to identify the grammar difficulties of the College freshmen students.

Conceptual Framework

The English language is a medium used for oral and written communications. The language system consists of words (vocabulary) arranged in certain learned ways (grammar or syntax), so it follows that if an individual has sufficient vocabulary and understanding of basic English grammar and syntax, he can communicate with other speakers of English. Although this is true to a great degree, the relationship between language and meaning is not as simple as it appears. There are four factors of language development that greatly affect how well a person communicates. 1) the meaning of words is arbitrary, 2) the meaning of words is conventional, 3) the meaning of words is learned, and 4) the meanings of words and perception are interrelated. The extent of development of the grammar proficiency of English students is hard to predict. More so that language students nowadays fail to display proficiency in the target language. In spite of all changes and innovations in teaching English as to approach, methodology and technique, students remain to be irresponsive to the goal of language teaching and learning which is to develop and enhance the grammar proficiency of every language learner. Along with the aim, communicative approach in teaching the language emerges so as to bring about effective development of the students' grammar proficiency; however, the students' grammar proficiency as reflected in writing tests remain to be superficial and less significant. Grammatical errors are very much prevalent in their course of writing.

Students' knowledge of the language is undoubtedly much; yet, less proficient. Thus, their grammar proficiency remains to be on the surface level.

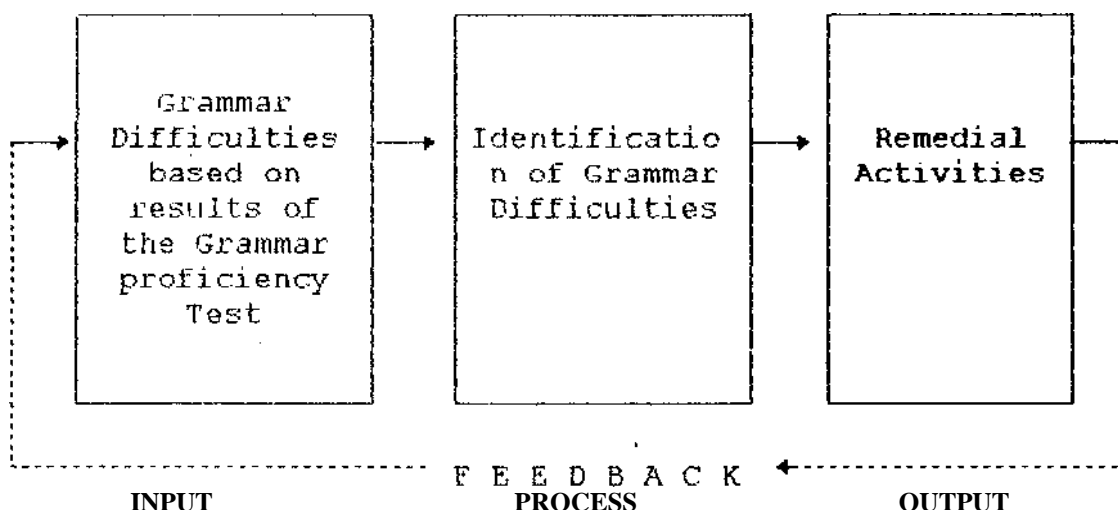
It is a fact that many students, regardless of their intelligence, find it difficult to master a second language because of certain factors which influence the acquisition of the language.

The clamor to return to the basics has brought back traditional grammar lessons into the classroom. Grammar lessons should be purposive and relevant because serious problems of self-expression occur on the sentence level, the basic unit of sentence construction - the word - is given much attention.

Grammar stems from the human necessity to impose order in the world, so that everything that we organize has a grammar. There is a grammar to shopping lists, telephone books, ABC's, comic strips, computer programs, hypertext webs, prose sentence, rap songs, conversation, poetry, film and the like. It is through grammar that the person is able to shape a verbal artifact so that another person knowing that grammar can make sense of it. Grammar is that set of conventions by which people connect discrete bits of information.

Expression is the necessary outlet for what is imprisoned with the self until the self feels compelled to utter (outer) it and express it (push it out). The expression can be a string at first, but eventually and at some point is, it is held in balance with grammar. At a later point, the grammatical and the expressive work as a team - as they do with most writers of film, and other creators. Even the very young writer who is in that stage called "emergent literary" balances expression and grammar.

The paradigm on the next page illustrates the process that the researcher followed in the completion of the study.



The paradigm illustrates that the results of the grammar proficiency test of the College freshmen are to be analyzed in order to identify their grammar difficulties in the correct usage of the parts of speech. Remedial activities are provided to minimize the student's errors in grammar and to come up with grammatically correct sentences.

RESULTS AND DISCUSSION

The Grammar Difficulties of the College Freshmen Students of Cagayan Valley Colleges Tuguegarao.

Use of Nouns

Table 2 shows the frequency, percentage and rank distribution of the errors committed by the respondents in the use of nouns.

Table 2: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Use of Noun

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| II | 2 | 36 | 94.67% | 1 |
| IV | 2 | 33 | 86.84% | 2 |
| III | 2 | 32 | 84.21% | 3 |
| III | 1 | 25 | 65.78% | 4 |
| IV | 7 | 23 | 60.52% | 5 |
| I | 2 | 20 | 52.63% | 6 |
| II | 1 | 19 | 50.00% | 7 |
| IV | 2 | 18 | 47.36 | 8 |
| III | 3 | 13 | 34.21% | 9 |
| IV | 1 | 10 | 26.31% | 10 |
| I | 1 | 4 | 10.52% | 11 |
| Average % of errors | | | 55.73% | |

Table 2 shows that among all the items on the use of nouns, ranked first in terms of the errors committed was item no. II-2 with a percentage error of 94.73, followed by item no. IV-6 with a percentage of 86.84, then item no. III-2 with a percentage of 84.21, item no. III-1 with a percentage of 65.78, item no. IV-7 with a percentage of 60.52, item no. I-2 with a percentage of 52.63, item no. II-1 with a percentage of **50**. The least percentage of errors committed was in item no. I-1 with only percentage error of 10.52.

The respondents were found out to be weak in 1) identifying relationship of nouns, 2) forming the plural of nouns and 3) distinguishing nouns from the other parts of speech. They were good in recognizing collective noun and identifying common gender of nouns.

Correct Usage of Pronouns.

Table 3 shows the frequency, percentage and rank distribution of the errors committed by the respondents in the correct, usage of pronouns.

Table 3: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Correct Usage of Pronouns

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| III | 5 | 34 | 89.47% | 1 |
| IV | 2 | 24 | 84.21% | 2 |
| I | 6 | 28 | 73.68% | 3 |
| 1 | 7 | 27 | 71.05% | 4 |
| III | 4 | 25 | 65.78% | 5 |
| I | 8 | 24 | 63.15% | 6 |
| II | 4 | 23 | 60.52% | 7 |
| V | 4 | 21 | 55.26% | 8 |
| I | 3 | 19 | 50.00% | 9 |
| II | 5 | 18 | 47.36% | 10 |
| V | 1 | 16 | 42.10% | 11 |
| II | 3 | 12 | 31.57% | 12 |
| I | 4 | 9 | 23.68% | 13 |
| I | 5 | 8 | 21.05% | 14 |
| V | 3 | 6 | 15.78% | 15 |
| Average % of errors | | | 52.97% | |

Table 3 shows that among all the items on the correct usage of pronouns, ranked first in terms of the errors committed was item no. 111 — 5 with a percentage error of 89,47, followed by item no, V — 2 with a percentage of 84.21, then by item 1-6 with 73.68%, item no.1—7 with 71.05%, item no. III—4 with 65.78%, item I— 8 with a percentage of 63.15, item no. 11-4 with a percentage of 60.52, item no. V-4 with a percentage of 55.26, and 1-3 with a percentage of 50. The least percentage of errors committed was in item no. V-3 with only 15.78%

The respondents were found out to have difficulty in 1) analyzing the use of personal pronouns,

2) applying and understanding the correct usage of the indefinite pronoun "ones", personal pronouns "I" and "us",3)analyzing the correct usage of the relative pronoun "who" and 4) identifying the correct usage of the pronoun "its". The respondents found the correct usage of the reflexive pronouns "itself", "ourselves", and "himself" easy.

Use of Verbs.

Table 4 shows the frequency, percentage and rank distribution of the errors committed by the respondents in the use of verbs.

Table 4: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Correct Usage of Verbs

| Item | No. | Frequency | Percentage | Rank |
|------|-----|-----------|------------|------|
| I | 9 | 35 | 92.10% | 1 |
| I | 11 | 34 | 89.47% | 2 |
| II | 8 | 33 | 86.84% | 3 |
| IV | 4 | 26 | 68.42% | 4 |
| II | 9 | 24 | 63.15% | 5 |
| I | 12 | 23 | 60.52% | 6 |
| III | 6 | 21 | 55.26% | 7 |
| I | 10 | 19 | 50.00% | 8 |
| II | 7 | 18 | 47.36% | 9 |
| IV | 8 | 17 | 44.73% | 10 |
| IV | 3 | 16 | 42.10% | 11 |
| III | 8 | 15 | 39.47% | 12 |
| I | 13 | 14 | 36.84% | 13 |
| II | 6 | 13 | 34.21% | 14 |
| II | 10 | 12 | 31.57% | 15 |
| III | 7 | 5 | 13.15% | 16 |

Table 4 shows that among all the items in the use of verbs, ranked first in terms of the error committed was item no. 1-9 with a percentage error of 92.10, followed by item no. I-11 with a percentage of 89.47, item no. II-8 with a percentage of 86.84, item no. IV-4 with a percentage of 68.42, item no. II-9 with a 63.15%, item no. I —.1.2 with a 60.52%, item no. III— 6 with 55.26%, then, by item no. 1-10 with 50% The least percentage of error committed was in item no. III- 7 with only 13.15%.

A simple future tense and simple past tense of verbs.

Use of Adjectives.

Table 5 shows the frequency, percentage and rank Distribution of the errors committed by the respondents in the use of adjectives.

Table 5: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Use of Adjectives

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| II | 11 | 28 | 73.68% | 1 |
| I | 14 | 24 | 63.16% | 2 |
| IV | 5 | 21 | 55.26% | 3 |
| IV | 9 | 20 | 52.63% | 4 |
| IV | 10 | 19 | 50.00% | 5 |
| III | 9 | 18 | 47.37% | 6 |
| II | 3 | 16 | 42.11% | 7 |
| II | 12 | 15 | 39.47% | 8 |
| I | 1 | 13 | 34.21% | 9 |
| I | 15 | 12 | 31.58% | 10 |
| I | 17 | 8 | 21.05% | 11 |
| Average % of errors | | | 47.40% | |

Table 5 shows that among all the items in the use of adjectives, ranked first in terms of the errors committed was item no. 11-11 with a percentage error of 73.68, followed by item no. I-14 with a percentage of 63.15, item no. IV-5 with a 55.26% ,item no. IV-9 with 52.63%, then, item no. IV-10 with 50%. The least percentage of error committed was in item no. 1-17 with only 21.05%.

comparison of adjectives 2) distinguishing the relationship of adjectives to another adjectives. They were good in using the adjective more and "most" when used in the comparative and superlative degrees.

Use of Adverbs.

Table 6 presents the frequency, percentage and rank distribution of the errors committed by the respondents in the use of adverbs.

The respondents were found out to have difficulty in 1) using -er and -est in the degrees of

Table 6: Frequency, Percentage and Rank Distribution of the Errors Committed by Respondents in the Use of Adverbs

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| III | 11 | 28 | 73.68% | 1 |
| II | 15 | 26 | 68.42% | 2 |
| I | 18 | 25 | 65.79% | 3 |
| V | 6 | 24 | 63.16% | 4 |
| I | 20 | 17 | 44.74% | 5 |
| V | 5 | 16 | 42.11% | 6 |
| I | 19 | 15 | 39.47% | 7 |
| III | 10 | 11 | 28.95% | 8 |
| II | 9 | 9 | 23.68% | 9 |
| I | 8 | 8 | 21.05% | 10 |
| Average % of errors | | | 47.10% | |

Table 6 presents that among all the items in the use of adverbs, ranked first in terms of the errors

committed was item no. III--11 with a percentage error of 73.68, followed by item no. 11-15 with a percentage

of 68.42, item no. 1-18 with 65.78%, then, item no. V-6 with 63.15%/. The least percentage of error committed was in item no. I—21 with only 21.05%.

The respondents were found out to have difficulty in 1) recognizing and changing the adjective "loud" into adverb of manner, 2) distinguishing the correct usage of the adverb "rightly" and 3) analyzing adverb as modifier of other parts of speech. The

respondents were found to be good in using and identifying adverb of manner like "fluently" and "brightly", "quietly", "illegantly", "fairly well" and distinguishing adverb of place.

Correct Usage of Prepositions.

Table 7 shows the frequency, percentage and rank distribution of the errors committed by the respondents in the correct usage of prepositions.

Table 7: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Correct Usage of Prepositions

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| V | 8 | 33 | 86.84% | 1 |
| III | 12 | 29 | 76.32% | 2 |
| II | 16 | 27 | 71.05% | 3 |
| V | 7 | 25 | 65.79% | 4 |
| II | 17 | 24 | 63.16% | 5 |
| III | 13 | 20 | 52.63% | 6 |
| I | 24 | 18 | 47.37% | 7 |
| I | 23 | 12 | 31.58% | 8 |
| I | 22 | 7 | 18.42% | 9 |
| I | 25 | 4 | 10.53% | 10 |
| Average % of errors | | | 52.36% | |

Table 7 presents that among all the items in the correct usage of prepositions, ranked first in terms of the errors committed was item no. V-8 with a percentage error of 86.84, followed by item no. 111-12 with percentage of 76.31, item no. 11-16 with a percentage of 71.5 item no. V-7 with 65.78%, item no. 11-17 with 63.15%, then, item no. 111-13 with 52.63%. The least percentage of error committed was in item no. 1-25 with only 10.52%.

The respondents were found out to be weak in distinguishing the correct usage of the prepositions for, under, on, within, between and only. They were good in using the preposition "like", "despite" and the phrasal preposition "because of".

Correct Usage of Conjunctions.

Table 8 presents the frequency, percentage and rank distribution of the errors committed by the respondents in the correct usage of conjunctions.

Table 8: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Correct Usage of Conjunctions

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| II | 18 | 35 | 92.11% | 1 |
| V | 9 | 26 | 68.42% | 2 |
| I | 30 | 23 | 60.53% | 3 |
| I | 28 | 22 | 57.89% | 4 |
| I | 27 | 20 | 52.63% | 5 |
| II | 19 | 19 | 50.00% | 6 |
| I | 29 | 15 | 39.47% | 7 |
| III | 14 | 15 | 39.47% | 8 |
| V | 10 | 13 | 34.21% | 9 |
| I | 26 | 12 | 31.58% | 10 |
| Average % of errors | | | 52.62% | |

Table 8 presents that among all the items in the correct usage of conjunctions, ranked first in terms of the errors committed was item no. 11-18 with a percentage error of 92.10, followed by item no. V—9 with a percentage of 68.42, item no. 1-30 with 60.52%,

item no. 1-28 with 57.897., item no. 1-27 with 52.637., then, item no. 11-19 with a percentage of 50. The least percentage of error committed was in item no. 1-26 with only 31.57%.

The respondents were found to be weak in 1) identifying and distinguishing the correct usage of the conjunctions if, when, besides, unless, and 2) recognizing the logical continuation of phrase by using the appropriate conjunction. The college freshmen students were good in the correct usage of the conjunctions "and" and "so", "because" and "although".

Use of Interjections.

Table 9 presents the frequency, percentage and rank distribution of the errors committed by the respondents in the use of interjections.

Table 9: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Use of Interjections

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| I | 33 | 33 | 86.84% | 1 |
| I | 34 | 21 | 55.26% | 2 |
| III | 15 | 20 | 52.63% | 3 |
| I | 31 | 18 | 47.37% | 4 |
| I | 32 | 16 | 42.11% | 5.5 |
| V | 11 | 16 | 42.11% | 5.5 |
| II | 20 | 10 | 26.31% | 7 |
| Average % of errors | | | 50.37% | |

Table 9 presents that among all the items in the use of interjections, ranked first in terms of the errors committed was item no. 1-33 with a percentage error of 86.84, followed by item no. 1-34 with a percentage of 55.26, then, item no. 111-15 with 52.63% The least percentage of error committed was in item no. 11-20 with only 26.31%.

The respondents were found to have difficulty in recognizing and using the interjections golly, wow

and bravo. They found easy in identifying the use of the interjections "Hello", "Hi", "Gosh" and "Yuck".

Basic Sentence Pattern.

Table .10 presents the frequency, percentage and rank distribution of the errors committed by the respondents in the basic sentence pattern.

Table 10: Frequency, Percentage and Rank Distribution of the Errors Committed by the Respondents in the Basic Sentence Patterns

| Item | No. | Frequency | Percentage | Rank |
|---------------------|-----|-----------|------------|------|
| III | 16 | 30 | 78.95% | 1 |
| III | 17 | 28 | 73.68% | 2 |
| V | 13 | 27 | 71.05% | 3 |
| III | 19 | 26 | 68.42% | 4 |
| III | 18 | 25 | 65.79% | 5 |
| V | 14 | 25 | 65.79% | 6 |
| III | 20 | 18 | 47.37% | 7 |
| V | 12 | 13 | 34.21% | 8 |
| V | 15 | 9 | 23.68% | 9 |
| I | 35 | 6 | 15.79% | 10 |
| Average % of errors | | | 53.67% | |

Table 10 presents that among all the items in the basic sentence pattern, ranked first in terms of the errors committed was item no. 111 — 16 with a percentage error of 78.94, followed by item no. III--17 with a percentage? Of 73.68,, item no. V--13 with a percentage of 71.05, item no. 111-19 with 68.42%., item no. 111-10 with 65.78%, then, item no. V-14 with

57.89%. The least percentage of error committed was in item no. 1—35 with only 15.78%. as transitive verb easy.

Table 11 presents the summary of the percentage of errors committed by the respondents in the nine components of the English grammar.

Table 11: A Summary Table of the Percentage of Errors Committed by the College Freshmen Students on the Nine Components of English Grammar

| Parts of speech | Average percentage of errors | Rank |
|-----------------|------------------------------|------|
| Nouns | 55.75% | 1 |
| Basic sentences | 53.67% | 2 |
| Patterns | 53.44% | 3 |
| Pronouns | 52.97% | 4 |
| Conjunctions | 52.62% | 5 |
| Prepositions | 52.36% | 6 |
| Interjections | 50.37% | 7 |
| Adverbs | 47.10% | 8 |
| Adjectives | 46.40% | 9 |

Table 11 presents the summary of the percentage of errors committed by the students on the nine components of English grammar. Ranked first in terms of the percentage of errors was nouns with an average percentage of errors of 55.73, followed by basic sentence pattern, with an average percentage of 53.67, verbs with 53.44%, pronouns with 52.97%, conjunctions with 52.62%, prepositions with 52.36%, interjections with 50.37%, adverbs with 47.10% and the least average percentage of errors was adjectives with 46.40%.

Summary of Findings

Based on the data gathered, the following were the significant of findings:

1. The collegefreshmen students were found to be weak in identifying relationship of nouns, forming the plural of nouns and distinguishing nouns from the other parts of speech,,
2. In the use of pronoun therespondents had difficulty in analyzing personal pronouns, applying and understanding the correct usage of the indefinite pronoun "ones", personal pronoun "I" and "us", analyzing the correct usage of the relative pronoun "who" and identifying correct usage of the pronoun "its" .
3. Most of the errors committed by the college freshmen in the use of verbs were distinguishing the correct pattern of tenses of verbs particularly in the future perfect tense, applying the rules in subject-verb agreement using the correct form of a verb and recognizing verbs from the other parts of speech.
4. Under the use of adjectives the respondents had difficulty in identifying the degrees of comparison of adjectives particularly in the superlative degree and distinguishing the relationship of adjectives to another adjective.
5. Among the items in the use of adverbs the respondents were found out to have difficulty in recognizing the correct usage of the word "well" as an adverb, identifying and changing the adjective "loud" into adverb of manner, distinguishing the correct usage of the adverb

"rightly" and analyzing adverb as modifier of other parts of speech

6. Most of the respondents find- difficulty distinguishing the correct usage of the prepositions for, under, on, within, between and along.
7. Most of the respondents were weak in identifying and distinguishing the correct usage of the conjunctions if, when, besides, unless and recognizing the logical continuation of a phrase by using the appropriate conjunction.
8. Among the items in the use of interjections, the respondents were found out to have difficulty in recognizing and using the interjections golly, wow, and bravo
9. Almost all the respondents were found out to have difficulty in forming and analyzing the S-LV--C pattern, distinguishing indirect object and recognizing linking verb.

Conclusion

Based on the aforementioned findings, the conclusions were drawn;

The respondents are weak in the nine grammar components of English.

The respondents find difficulty in distinguishing, identifying, analyzing and recognizing nouns., pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections and basic sentence pattern. Among the nine components, the respondents perform best in adjectives

Recommendations

Based on the results of the study, the following recommendations were offered; The results of the proficiency test in English grammar indicated the need for intensive drills, remedial activities and communicative activities to enhance students' mastery of the English grammar.

The administrators of the College should conduct Diagnostic test in English upon enrollment to

all freshmen students so that the teachers of English may be guided as to what particular areas in English be given emphasis in teaching. English teachers in general should diagnose the strengths and weaknesses of the students in English at the start of the school year. Remedial instruction should be provided to students with low performance in English based on the results of the grammar proficiency test

REFERENCES

1. Cinco, Fernando, Habana; College English for Today Book 2. Revised edition. 1988
2. Gonzales; Teaching the High School Subjects. Alemar-Phoenix Publishing House, Inc., 1976; 14.
3. Lopez SP; The Philippine Journal of Education. March 1980; 579.
4. Aquino RC; Keynote Speech Proceeding on CETA Regional Convention and Seminar Workshop. September 13-15, 1995.
5. Wallace L; Teaching English as a Second Language. Paper presented at the English Seminar Workshop in Iloilo National High School, Lapaz, Iloilo City. November.
6. Allen H; Vernacular Language in Changing World. The UNESCO Courier, 27.
7. Minera M; Teach Formal Grammar. The Modern Teacher, 1993; 30(7):49.