

Performance of First Year College Students in a Second Language Classroom Using the Magazine Strategy

¹Jomel M. Manuel, PhD (*main researcher*); ²Joel S. Casibang, MST;
³Michael Lavadia, MA; ⁴Mark Isidro S. Perpinian (*co-researchers*)

¹²³⁴Department of Arts and Social Sciences, College of Arts and Sciences, Cagayan State University,
Carig Campus Tuguegarao City, Cagayan North, Philippines 3500
¹jomelmanuel@yahoo.com

ABSTRACT

This study aimed to determine the performance of the first year college students enrolled in English 12-Grammar and Composition 2 using the magazine strategy at the College of Arts and Sciences, Cagayan State University, Carig Campus during the school year 2014-2015. Specifically, it determined the profile of the respondents in terms of sex, course, language used at home, parent's highest educational attainment; whether or not the profile variables are significantly related to respondents' perceived influence in using magazine strategy; and the significant differences between profile variables and academic performance and perceived influence in using the magazine strategy. Descriptive-correlational research design was used in this study. The instrument used was a questionnaire which elicited the respondents' profile variables and examined the perceived influence in using the magazine strategy. Total enumeration technique was used in the study. Frequency counts, means and percentages, t-test, Pearson-r and Chi-square were used to analyze the data generated in the study. Results of the study revealed that it is predominated by females, graduated from private high schools, and almost all of them speak Tagalog as their language used at home. The respondents' perceived influence towards magazine strategy is described as 'strongly agree' along proficiency in the use of the second language, independent learning, and leadership skills/management. The study further revealed that the profile variables are not significantly related to the perceived influence towards the strategy. Likewise, respondents' perceived influence does not vary significantly when grouped according to profile variables except for sex. Moreover, in terms of academic performance, females performed better than males. Finally, academic performance and perceived influence in using the magazine strategy were found to be significantly related.

Keywords: task, academic performance, magazine strategy, second language classroom.

HOW TO CITE THIS ARTICLE

Jomel M. Manuel, Joel S. Casibang, Michael Lavadia, Mark Isidro S. Perpinian, "Performance of First Year College Students in a Second Language Classroom Using the Magazine Strategy", International Journal of Enhanced Research in Science, Technology & Engineering, ISSN: 2319-7463, Vol. 7 Issue 1, January-2018.

1. INTRODUCTION

There is no best strategy. Nobody could claim that his/her strategy is more superior than the other. This depends on the how it motivates the learners in showcasing their potentials. Rebecca Oxford, one of the leading teachers and researchers in the language learning strategies field argues that strategies are important for two reasons:

In the first place, strategies "are tools for active, self-directed involvement, which is essential for developing communicative competence: (1990:1).

Second, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

This is the reason why teachers keep on venturing to a strategy or other learning opportunity that really captures the learners' interest. Admittedly, learners are products of different environments. They carry diverse cultures and varieties of styles in learning the second language. This is the reason why teachers are encouraged to be mindful of their practices as they perform their task.

Today, numerous approaches have been employed focusing on the students' roles and outputs in the learning process. Students are provided with more opportunities to learn independently. They are given the full chance to explore and maximize their potentials.

However, despite these modern approaches towards second language learning, language teachers and even content area teachers still have observed that students are not fully proficient in the use of the second language. Their everyday performance in class discussion and written outputs is evident.

One way to motivate learners, according to Ellis (1994) is to design challenging tasks that present students with opportunities for communication and self-direction. According to Nunan (1999), tasks allows learners to practice identifying the key grammar and vocabulary in real-world texts and to develop the skills of reading, speaking, and listening in an integrated way, just as in authentic communicative situations. He further mentioned that tasks also give learners practice in cooperating with other learners.

In the book of Tupas (2002), much research has shown that use of language learning strategies correlates with successful second language learning. Moreover, it has also been found that 'better' language learners are able to reflect more on their own learning strategies than those who perform relatively poorly in language learning. These general findings point to the need for teachers and learners to know more about these strategies to maximize learning opportunities in the second language classroom.

As a never-ending commitment, the magazine strategy, as a product of innovativeness in second language teaching, has been designed to enhance students' proficiency in the use of the English language, encourage them to work independently, and display their leadership skills/management.

In this premise, the researchers attempted look into the performance of the first year students towards the use of magazine strategy. The result of the study

Statement of the Problem

This study aimed to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. sex
 - b. course
 - c. language at home
 - d. type of high school graduated from
 - e. parents' highest educational attainment
2. What is the respondents' perceived influence in using magazine strategy along:
 - a. Proficiency in the use of the second language
 - b. Independent learning
 - c. Leadership skills/management
3. What is the academic performance of the respondents?
4. Is there a significant relationship between the perceived influence of using magazine strategy and the respondents' profile variables?
5. Is there a significant difference of the respondents' academic performance when grouped according to their profile variables?
6. Is there a significant difference between the respondents' perceived influence in using magazine strategy when grouped according to profile variable?
7. Is there a significant relationship between the respondents' perceived influence in using magazine strategy and their academic performance?

2. METHODOLOGY

Design

This study employed descriptive-correlational research design. Inferential statistics was used to make inferences particularly on the relationship of profile and perceived influence in the use of magazine strategy and the perceived influence of the magazine strategy and their academic performance.

Participants

The participants of the study were the first year students of the College of Arts and Sciences under the Department of Arts and Humanities taking up Bachelor of Arts in Mass Communication and Bachelor of Arts in English. Total enumeration was used in choosing the respondents.

Research Instrument

Questionnaire was used in eliciting the respondents' perceived influence in using magazine strategy. It had two parts. Part I elicited the profile of the respondents, while part II was the list of components which determined the respondents' perceived influence in using the magazine strategy along proficiency in the use of the second language, independent learning, and leadership/management skills.

Data Collection

Before the semester started, the teacher discussed the expected output of the subject- to come up with a magazine as a final requirement. During the preliminary period, the teacher employed varied activities to objectively determine the performance of the students in language. In this way, the teacher could fairly distribute the members of each group to work on. In the middle of the semester, groupings had been made. Different roles had been assigned such as editor, associate editor, managing editor, lay-out artists and correspondents.

Students' English proficiency is the basis in assigning the task/role. Outputs of the group were monitored and cliniqued by the editor to be assisted by the associate editor. In this way, they have more time to freely and independently improve their outputs.

Contents of the magazine were based on the topics discussed. These included different methods of paragraph development and composition. Each member of the group came up with his/her output. No output was wasted. Everything was given back to the writer to be enhanced, submitted to the editor, until it was ready to be published, hence, the magazine as the final output.

Data Analysis

The descriptive statistics was used to determine the profile of the respondents. Frequency counts, percentage and mean were used to determine the course, sex, school graduated from, language used at home, and parents' highest educational attainment. Further, the mean was used to determine the academic performance and perceived influence of the magazine strategy.

The t-test was used to determine the difference between the perceived influence of the magazine strategy when grouped according to sex, course and the type of school where the parents graduated from. The chi-square test was used to determine the independence of the profile of the respondents and their attitudes towards the use of magazine strategy. Finally, the Pearson-r was used to determine the relationship of the respondents' academic performance and the perceived influence of the magazine strategy.

3. RESULTS AND DISCUSSION

Profile of the respondents

Table 1. Frequency and percentage distribution of respondents according to sex

Sex	Frequency	Percentage
Male	9	15.25
Female	50	84.75
Total	59	100

Table 1 presents the frequency and percentage distribution of respondents according to sex. Majority of the respondents with frequency 50 or 85 percent are females, while only 9 or 15 percent are males.

Table 2. Frequency and percentage distribution of respondents according to course

Course	Frequency	Percentage
AB MC	23	38.98
AB English	36	61.02
Total	59	100

Table 2 presents the frequency and percentage distribution of respondents according to course. Majority of the respondents are from the AB English course having a frequency of 36 or 61 percent, while only 23 respondents or 39 percent are from the AB Mass Communication department.

Table 3. Frequency and distribution of respondents according to their language used at home

Language Used at home	Frequency	Rank
Tagalog	35	1
Ilocano	32	2
Itawes	22	3
English	9	4
Ibanag	8	5
Isneg	1	6.5
Kapampangan	1	6.5

Table 3 presents the frequency and percentage distribution of respondents according to their language used at home. More respondents with a frequency 35 used Tagalog as their primary language, followed by Ilocano with a frequency of 32. There are 22 respondents who used Itawes, while there are less than 10 who used English and Ibanag, while only 1 used Isneg and same with Kapampangan. This shows that the respondents come from the different communities.

Table 4. Frequency and percentage distribution of respondents according to type of high school graduated from

School Graduated From	Frequency	Percentage
Public	9	15.25
Private	50	84.75
Total	59	100

Table 4 presents the frequency and percentage distribution of respondents according to school graduated from. It can be seen that majority of the respondents with frequency 50 or 85 percent graduated from the private schools, while only 9 or 15 percent respondents graduated from the public schools.

Table 5. Frequency and percentage distribution of respondents according to father's highest educational attainment

Father's highest educational attainment	Frequency	Percentage
No schooling	0	0.00
Elementary Level	9	15.25
Elementary Graduate	4	6.78
High School Level	9	15.25
High School Graduate	13	22.03
College Level	10	16.95
College Graduate	12	20.34
Post Graduate	1	1.69
Total	59	100

Table 5 presents the frequency and percentage distribution of respondents according to father's highest educational attainment. More respondents with frequency of 13 or 22 percent have fathers who are high school graduate. With almost the same frequency of 12, or 20 percent have fathers who are college graduate.

Table 6. Frequency and percentage distribution of respondents according to mother's highest educational attainment

Mother's highest educational attainment	Frequency	Percentage
No schooling	0	0
Elementary Level	8	13.56
Elementary Graduate	3	5.08
High School Level	16	27.12
High School Graduate	14	23.73
College Level	11	18.64
College Graduate	5	8.47
Total	59	100

Table 6 presents the frequency and percentage distribution of respondents according to mothers' highest educational attainment. Majority of the respondents' mothers have education belonging to at least high school level. Only 11 or 19 percent of the respondents' mothers are college graduate showing that most of them with 40 or 81 percent did not finish college education.

Table 7. Perceived Influence in the use of the magazine strategy

Variable	AB Mass Communication		AB English		Over all Attitude Mean	
	Mean		Mean			
Proficiency in the use of the second language	3.27826	SA	3.401	SA	3.27	SA
Independent learning	3.4	SA	3.423	SA	3.38	SA
Leadership skills/management	3.27826	SA	3.280	SA	3.28	SA
Variable	Male		Female		Over all Attitude Mean	
	Mean		Mean			
Proficiency in the use of the Second language	3.06667	A	3.405	SA	3.27	SA
Independent Learning	3.28889	SA	3.437	SA	3.38	SA
Leadership skills/management	3.13333	A	3.38	SA	3.28	SA
Overall Attitude mean			3.31	SA		

Table 7 shows the perceived influence in the use of magazine strategy. The table reveals that the respondents *strongly* believe in the use of magazine strategy to the proficiency in the use of the second language, independent learning and leadership skills/ management.

This displays that the respondents have a positive feedback or attitude as to the use of magazine strategy. They believe that through this strategy, their skills in the English language are enhanced. Further, they become more responsible in their own learning and manage to exercise their leadership skills.

According to Gardner (1985), he considers attitudes as components of motivation in language learning. According to him, "motivation ...refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10).

Further, this confirmed that the task-based language teaching is predicated on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work. Tasks function as devices for creating the conditions required for language acquisition.

Table 8. Academic Performance of the respondents

Variable	Academic Performance		Average
Course	AB MC	AB English	84.12
	84.1	84.14	
Sex	Female	Male	
	84.44	82.31	
School graduated from	Private	Public	
	84.23	82.50	

Table 8 shows the academic performance of the respondents. It shows that the general weighted average of the respondents is 84.12 which is *Satisfactory*.

The result of the study is consistent with the perceived influence in the use of magazine strategy and the academic performance of the respondents. Since the respondents considered the strategy favorable, they were motivated to perform well which eventually contributed to their academic performance.

Table 9. Relationship of the Course of the respondents and the perceived influence in the use of the magazine strategy

	Statistics: Course(2) x Attitude(2)		
	Chi-square	Df	P
Proficiency in the Second Language	3.863146	df=2	p=.14492 ns
Independent Learning	.0003442	df=1	p=.98520 ns
Leadership Management	1.514887	df=1	p=.21839 ns
Over All Perceived Influence	.6176690	df=1	p=.43191 ns

ns-not significant

Table 9 shows the relationship of respondents' course and the perceived influence in the use of the magazine strategy. Since the p-value is not less than 0.05, level of significance, then the relationship is not significant. This means that the perceived influence in the use of magazine strategy does not depend on their course. In other words, the respondents' course does not influence their attitude towards the use of magazine strategy.

Table 10. Relationship of the sex of the respondents and their perceived influence in the use of magazine strategy

Statistic	Statistics: Sex(2) x Attitude(2)		
	Chi-square	Df	P
Proficiency in the Second Language	3.158958	df=2	p=.20608 ns
Independent Learning	1.226237	df=1	p=.26814 ns
Leadership Management	1.063356	df=1	p=.30245 ns
Over All Perceived Influence	1.515509	df=1	p=.21830 ns

ns-not significant

Table 10 presents the test of independence of the respondents' sex and the perceived influence in the use of the magazine strategy. The p-value is not less than 0.05, level of significance; thus, the relationship is not significant. This shows that the sex of the respondents does not affect the perceived influence in the use of magazine strategy.

Table 11. Relationship of the respondents' type of high school graduated from and the perceived influence in the use of the magazine strategy

Variable	Statistics: SchoolGradFrom(2) x Attitude(2)		
	Chi-square	Df	P
Proficiency in the Second Language	1.899733	df=2	p=.38679 ns
Independent Learning	.3527174	df=1	p=.55258 ns
Leadership Management	.0012330	df=1	p=.97199 ns
Over All Perceived Influence	.2965155	df=1	p=.58608 ns

ns-not significant

Table 11 reveals the test of independence of the respondents' school where they graduated from and the perceived influence in the use of the magazine strategy. The p-value is not less than 0.05, level of significance; hence, the relationship of these variables is not significant. This means that the respondents' perceived influence in the use of magazine strategy does not depend on the school where they graduate from.

Table 12. Relationship of respondents' fathers educational attainment and the perceived influence in the use of the magazine strategy

Variable	Statistics: Father's Educational Attainment vs Attitude		
	Chi-square	Df	P

Variable	Statistics: Father's Educational Attainment vs Attitude		
	Chi-square	Df	P
Proficiency in the Second Language	14.30567	df=10	p=.15950 ns
Independent Learning	4.642378	df=5	p=.46106 ns
Leadership Skills/ Management	2.015555	df=5	p=.84699 ns
Over-All Perceived Influence	4.271520	df=5	p=.51102 ns

Ns-not significant

Table 12 shows that the test of independence of the respondents' father educational attainment and perceived influence in the use of magazine strategy. Since the p value is not less than 0.05 level of significance, then the relationship of the two variables is not significant. This means that the educational attainment of the respondents' fathers does not affect their perceived influence in the use of magazine strategy.

Table 13. Relationship of respondents' mother educational attainment and the perceived influence in the use of magazine strategy

Variable	Statistics: Mother's Educational Attainment vs Attitude		
	Chi-square	Df	P
Proficiency in the Second Language	20.62843	df=10	p=.02384 *
Independent Learning	4.051913	df=5	p=.54197 ns
Leadership Skills/ Management	4.787826	df=5	p=.44232 ns
Over-All Perceived Influence	12.07679	df=5	p=.03375 *

Ns-not significant *-significant at 5%

Since the p-value is less than .05 level of significance, then there is a significant relationship between the mother's educational attainment and the perceived influence in the use of magazine strategy. This implies that the perceived influence of the respondents in the use of magazine strategy depends on the mother's educational attainment particularly on proficiency in the second language.

The result of the study agrees with the finding that mothers' education is higher than that of the fathers. Further, since mothers are usually the ones who are responsible in monitoring and supervising their children's studies, they get to influence the children's academic activities.

Corwyn and Bradley (2002) corroborated the result of the present study in saying that maternal education had the most consistent direct influence on children's cognitive outcomes. Maternal characteristics are a key factor that affects academic achievement. They further shared that mothers who are more educated have children who received higher test scores.

Table 14. Comparison on the perceived influence of the AB Mass Communication and AB English students in the use of magazine strategy

Variable	t-value
Proficiency in the Second Language	
1. Enhances my communication skills not just in writing but also in listening, speaking, reading, and critical skills.	1.31ns
2. Encourages/ motivates me to do research to have sufficient knowledge about the task/topic.	0.88ns
3. Improves my ability to use grammar accurately.	0.54ns
4. Becomes more sensitive as regards the using correct spelling and punctuation marks.	0.35ns
5. Helps me to express my thoughts logically by using coordinating conjunctions and transitional devices correctly.	1.30 ns
Independent Learning	
1. Becomes more responsible and focused in doing my tasks.	-0.73 ns

2. Becomes more conscious as to managing my time.	0.28 ns
3. Builds self-confidence and trust within myself.	-0.04 ns
4. Encourages/motivates me to do my task beyond what is required and expected.	0.10 ns
5. Allows me to become more creative, innovative, and resourceful.	1.29 ns
Leadership skills/ management	
1. Understands the weaknesses of my fellow members of the group, hence, assist/guide them in doing the given task.	-0.31 ns
2. Becomes more appreciative as to the importance of planning in doing a task to let everyone get involved in the decision making.	0.82 ns
3. Respects one's opinion or idea.	0.30 ns
4. Influences my fellow members to recognize and appreciate one's potential.	0.43 ns
5. Shows firmness and/or flexibility in dealing with situations.	0.80 ns
Over-All Perceived Influence	
	1.02 ns

ns-not significant

Table 14 shows the comparison on the perceived influence of the respondents in the use of magazine strategy. The p-value is not less than 0.05 level significant indicating that the perceived influence of AB English students is not significantly different from that of the AB Mass Communication students.

Table 15. Comparison on the perceived influence of male and female respondents in the use of magazine strategy

Proficiency in the Second Language		p-value
1. Enhances my communication skills not just in writing but also in listening, speaking, reading, and critical skills.		0.008456 s
2. Encourages/ motivates me to do research to have sufficient knowledge about the task/topic.		0.006029 s
3. Improves my ability to use grammar accurately.		0.398006 ns
4. Becomes more sensitive as regards the using correct spelling and punctuation marks.		0.247126 ns
5. Helps me to express my thoughts logically by using coordinating conjunctions and transitional devices correctly.		0.274520 ns
Independent Learning		
6. Becomes more responsible and focused in doing my tasks.		0.153808 ns
7. Becomes more conscious as to managing my time.		0.124556 ns
8. Builds self-confidence and trust within myself.		0.554696 ns
9. Encourages/motivates me to do my task beyond what is required and expected.		0.124047 ns
10. Allows me to become more creative, innovative, and resourceful.		0.251773 ns
Leadership management		
6. Understands the weaknesses of my fellow members of the group, hence, assist/guide them in doing the given task.		0.071158 ns
7. Becomes more appreciative as to the importance of planning in doing a task to let everyone get involved in the decision making.		0.687194 ns
8. Respects one's opinion or idea.		0.014053 s
9. Influences my fellow members to recognize and appreciate one's potential.		0.668515 ns
10. Shows firmness and/or flexibility in dealing with situations.		0.553714 ns
Over- All Perceived Influence		0.017265 s

Table 15 shows the perceived influence of the respondents in the use of magazine strategy according to sex. Since the p-value 0.017265, is less than 0.05, level of significance then there is significant difference between these groups. This shows that female respondents are more favorable in the use of magazine strategy as compared to male respondents.

This is consistent with the findings of the study that female respondents performed higher than the male respondents. Their positive attitude towards the use of magazine strategy contributed to their performance.

The result of study was supported by Hakim Farrah(2011) in which he found that female students favoured collaborative writing activities more than the male students. In his study he cites Blum(1999) " female students place

emphasis on relationships, are empathetic in nature, and prefer to learn in an environment where cooperation is stressed rather than competition.

Indeed, attitude is strongly related to motivation. Karahan(2007, p.84) avers that “positive language attitudes let learner have positive orientation towards learning English”. As such, attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

Table 16. Comparison on the perceived influence of the respondents in the use of magazine strategy according to school graduated from

Proficiency in the Second Language	p-value
1. Enhances my communication skills not just in writing but also listening, speaking, reading, and critical skills.	0.930682 ns
2. Encourages/ motivates me to do research to have sufficient knowledge about the task/topic.	0.738344 ns
3. Improves my ability to use grammar accurately	0.362504 ns
4. Becomes more sensitive as regards the using correct spelling and punctuation marks.	0.120109 ns
5. Helps me to express my thoughts logically by using coordinating conjunctions and transitional devices correctly.	0.244928 ns
Independent Learning	
6. Becomes more responsible and focused in doing my tasks.	0.261818 ns
7. Becomes more conscious as to managing my time.	0.017662 s
8. Builds self-confidence and trust within myself.	0.094251 ns
9. Encourages/motivates me to do my task beyond what is required and expected.	0.155866 ns
10. Allows me to become more creative, innovative, and resourceful.	0.533980 ns
Leadership skills/management	
11. Understands the weaknesses of my fellow members of the group, hence, assist/guide them in doing the given task.	0.240995 ns
12. Becomes more appreciative as to the importance of planning in doing a task to let everyone get involved in the decision making.	0.409606 ns
13. Respects one’s opinion or idea.	0.784224 ns
14. Influences my fellow members to recognize and appreciate one’s potential.	0.856515 ns
15. Shows firmness and/or flexibility in dealing with situations.	0.865804 ns
Over- All Perceived Influence	0.710585 ns

Table 16 shows the comparison on the perceived influence of the respondents in the use of magazine strategy according to school graduated from. Since the p-value is not less than 0.05, level of significance, then this difference in the perceived influence in the use of magazine strategy is not significant. This means that the perceived influence of the respondents in the use of magazine who came from private school is not significantly different from those students who graduated from public school.

However, the statement “*Becomes more conscious as to managing my time*” is significantly different. This is consistent with the result of the study that most of the respondents graduated from private schools. This shows that they intend to be more particular of spending their time in their studies.

Table 17. Comparison on the perceived influence of respondents in the use of magazine strategy according to father’s educational attainment

Variables	p-value
Proficiency in the Second Language	0.35868 ns
Independent Learning	0.549436 ns
Leadership skills/management	0.944031 ns
Over- All Perceived Influence	0.058422 ns

Table 17 shows the perceived influence of respondents in the use of magazine strategy according to their fathers’ educational attainment. It shows that the respondents do not significantly differ in their perceived influence in the use of magazine strategy, since the p-values are greater than 0.05 level of significance. This means that respondents whose fathers have high level of education are not significantly different from those respondents whose fathers have low level of education.

Table 18. Comparison on the perceived influence of respondents in the use of magazine strategy according to mothers' educational attainment

	p-value
Proficiency in the Second Language	0.052573 ns
Independent Learning	0.72291 ns
Leadership skills/management	0.657933 ns
Over-All Perceived Influence	0.232299 ns

ns-not significant

Table 18 reveals the comparison on the perceived influence of respondents in the use of magazine strategy according to their mothers' educational attainment. The p-values are not less than 0.05, level of significance indicating that the difference is not significant across the components of the variables. This means that the perceived influence of respondents whose mothers are educated is not significantly different from the respondents' mothers who are not educated or with low education.

Table 19. Comparison of academic performance of AB Mass Communication and AB English students in the use of magazine strategy

Variable	Mean AB MC	Mean AB English	t-value	Df	P
General Average	84.09500	84.14174	-0.060786	57	0.951742 ns

Ns-not significant

The table 19 shows the comparison of the academic performance of AB Mass Communication and AB English students. The table reveals that there is no significant difference in the academic performance of the respondents. It shows further that the AB Mass Communication and the AB English students have same performance.

Table 20. Comparison of academic performance of male and female respondents in the use of magazine strategy

Variable	Mean Female	Mean Male	t-value	df	P
General Average	84.43740	82.31222	2.115995	57	0.038725

The table 20 reveals the comparison of the academic performance of the male and female respondents. The p-value 0.038725 is less than 0.05, level of significance which shows that there is significant difference between the academic performance of male and female respondents. This means that female respondents with average grade of 84.43, performed better than the male respondents, with an average of 82.31.

The result of the study was confirmed by Giang (2017) in Vietnam who found that female respondents have better reading comprehension skill than the male respondents.

Ha (2017) in her study cited Dorothy McCarthy who theorized that girls are probably more adept with their language function compared to boys. This has something to do with language acquisition as related to physiological development. Biologically speaking, females mature earlier compared to males, which may result in a more adept way of getting at the language.

She further pointed out that Dr. Norman Geswind theorized that the male production of testosterone has an effect on the left cerebral hemisphere. He believes that the production of this hormone among the males delays the development of the left hemisphere of the brain, which, as has been mentioned earlier, controls the language functions of human beings.

Table 21. Comparison of academic performance of respondents graduated from private and public schools in the use of magazine strategy

Variable	Mean Private	Mean Public	t-value	df	P
General Average	84.23055	82.500	1.17402	57	0.245269ns

The table 21 presents the comparison of academic performance of respondents who graduated from public and private schools. It shows that there is no significant difference between the respondents' academic performance since the p-value 0.245269 is not less than 0.05 level of significance. This means that students who graduated from private and public schools have same level of performance.

This shows that whether you finished your education from a private school or public school, the competencies acquired are the same.

Table 22. Comparison of academic performance respondents according to their fathers' educational attainment

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	81.86106	5	16.37221	2.344873	0.054338	2.396605
Within Groups	356.0888	51	6.982133			
Total	437.9499	56				

The table 22 shows the comparison on the performance of the respondents according to their fathers' educational attainment. Since the p-value is not less than 0.05, level of significance, then the difference in the academic performance of respondents is not significant. This means that fathers' education is not a factor in the performance of the respondents.

Table 23. Comparison of academic performance respondents according to their mothers' educational attainment

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	64.5028	5	12.90056	1.687713	0.154416	2.396605
Within Groups	389.8344	51	7.643812			
Total	454.3372	56				

The table 23 shows the comparison on the performance of the respondents according to their mothers' educational attainment. According to the analysis of variance, the F-computed is less than the F-critical; hence, the difference in the academic performance of the respondents does not significantly differ. This means that the academic performance of respondents whose fathers have low education is not significantly different from the performance of the respondents whose fathers' education is high.

The result of the present study was held true in the study conducted by Koskei and Ngeno(2015) in Kenya in which it was found that educational attainment of father and mother has no significant difference in the performance of the students.

The result of the present study as cited by them also confirmed the finding of Sirin(2003); Chepchieng(1995); White, Reynolds, Thomas and Gitzlaff (1993). They all, in their separate studies, concluded that there was no correlation between parental education attainment and students' academic performance.

Table 24. Relationship of the perceived influence in the use of magazine strategy and the academic performance of respondents

Var. X & Var. Y	r(X,Y)	r ²	T	p
Proficiency in the Second language	0.335778	0.112747	2.691322	0.009324 s
Independent Learning	0.266980	0.071278	2.091576	0.040943 s
Leadership Management	0.333498	0.111221	2.670753	0.009846 s
Overall Mean	0.393295	0.154681	3.229577	0.002059 s

s-significant

The table 24 shows the test of relationship of respondents' academic performance and the perceived influence in the use of magazine strategy. The table reveals that the p-value for all the components of the magazine strategy is less than 0.05, level of significance. This means that there is a significant relationship between the respondents' academic

performance and the perceived influence towards magazine strategy. It shows further that the more favorable the respondents are in the use of magazine strategy, the higher is their academic performance.

The result of the present study was supported by Garcia and Arias (2000) that using cooperative tasks in a classroom has the following advantages: increased motivation of the students, individualization of learning process, immediate feedback, non-linear access to the information, and the introduction of new exercise types in the classroom.

Giles considers, like Gardner (1979) that motivation is the premium mobile or primary determinant of second language proficiency. The learner's level of motivation is a reflection of how individual learners define themselves in ethnic terms.

Wang (2004) made a notable confirmation that students who edited their own magazines performed well in the test for English Majors, a high-stakes national examination of English proficiency in China. These students turned out to be more successful than students who took the test in the years before and after them did not participate in the magazine editing.

4. CONCLUSIONS

Based on the findings of the study, the use of magazine strategy improves the students' performance. Through this task, students are motivated to enhance their communication skills and empowered to master of their own work. In like manner, they are trained to value their time and be more responsible for their own learning. With this, language teachers are encouraged to venture to other meaningful and purposeful projects that would cater to students' differences, needs, and interests. The use of magazine strategy should be adopted to maximize learning opportunities in the second language classroom. This enhances students' English language proficiency, teaches them how to manage their time wisely and learn independently, and heightens their leadership or management skills.

5. ACKNOWLEDGMENTS

The researchers would like to acknowledge the people who made this study a success- the AB English and AB Mass Communication students who seriously and actively participated in all the activities conducted.; the language professors of the College of Arts and Sciences who shared their insights for a meaningful output of this magazine strategy.

BIOGRAPHIES

About the researchers

Dr. Jomel B. Manuel is an Associate Professor II of the Cagayan State University. Dr. Manuel finished his Bachelor of Secondary Education major in English and Master of Science in Teaching –English at Saint Paul University, Tuguegarao City. He also holds a degree, Doctor of Philosophy in Education major in Language Education at Cagayan State University, Andrews Campus in 2012. Currently, he is the chair of the Department of Arts and Social Sciences, College of Arts and Sciences, Cagayan State University- Campus Campus.

Mr. Joel Casibang is an Assistant Professor III of the Cagayan State University. Mr. Casibang is a graduate of Bachelor of Science in Mathematics and Master of Science in Teaching- Mathematics at the Cagayan State University. Currently, he is taking his Doctor of Mathematics at Saint Paul University Philippines, Tuguegarao City.

Mr. Michael Lavadia is an instructor I of the College of Arts and Sciences, Cagayan State University, Carig Campus. Mr. Lavadia finished Master of Arts in Education major in English and Bachelor of Arts in English (*cumlaude*) at Cagayan State University.

Mr. Mark Isidro Perpinian is an English lecturer of the College of Arts and Sciences, Cagayan State University, Carig Campus. He finished Bachelor of Secondary Education- English at Cagayan State University Secondary Education major in English (*cumlaude*) at Cagayan State University.

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