

Degree of mass media exposure in English language and linguistic errors in oral English orientation among Grade VII students of Digos City National High School

¹Galileo B. Flores Jr., ¹Vangie D. Emnace, ¹Jodel S. Miralles,
¹Ruben F. Asan*

¹Teacher Education Department, UM Digos, Philippines

*Corresponding author: umdcrpc@gmail.com

ABSTRACT

Media is one of the main pursuant to direct exposure in learning a second language, from television shows and other interactive multi-media preferences and simple instruction manuals; we see that most of these consist an input of secondary language we perceive and we are exposed to in daily basis. Because media contributes most exposure, we come to know the underlying questions to how much or what degree or impact does secondary language has oriented us through the Media that are present; also knowing what degree of linguistic error it establishes through the actual application of secondary language. A variable was met to understand the extent of exposure to various media on a certain controlled level. The study underlines the hypothetical fact why media exposure is a factor for the chosen variable in determining the degree of linguistic errors. It is studied how Grade VII students responded and what various errors are accumulated that is the basis on defining the study. Considering that the study's controlled variable has an existing English input from their previous academic background, the study implies the level of common errors that may serve as the basis on secondary levels.

Keywords: *mass media exposure, linguistic errors, descriptive – correlation, Philippines*



INTRODUCTION

The proliferation and globalization of media are among the key factors that have shaped and defined young people's current generation. In many countries, youth have access to many multi-media choices than ever before— conventional, satellite, and cable TV channels; radio stations; newspapers and magazines; the internet and computer and video games United Nations Children's Fund or UNICEF (2004).

In its various forms, the media has become a pervasive and endemic part of our lives. The need to use mass media is irresistible (Verderer, Klimmet, & Ritterfeld, 2004). Apart from television and radio, the internet has established itself as a source of education, entertainment, and general information (Wang, 2006). Exposure to mass media, for example, TV, radio, and the internet, the pedagogical value of such materials, and the possibility of using TV, radio, and the internet at all levels of English as a Foreign Language/ English as a Second Language setting to enhance different language skills need to be focused on (Bahrani, 2011).

A recent Philippine survey revealed that the vast majority of Filipino youth are exposed to television (94.4 %), radio (90.29 %), magazines (83.0 %), and newspapers (78.9 %). Seven in ten Filipino youth watch television every day, and 4 out of ten listen to the radio every day. Meanwhile, two in ten read the magazine at least once a week. 44 % of Filipino youth have some exposure to the internet every day (TESDA, 2012). This makes mass media a strong influence on the English language learning among Filipino youth. Unfortunately, the kind of communication seen on television, heard on the radio, and interacted within the social media of the internet promotes the English language's bastardization (Perez, 2014). The influence of Philippine mass media on Filipino youth's English communication ability has resulted in a steady decline in grammatical correctness, pronunciation, and diction.

In Digos City, the extent of mass media exposure of secondary level students has not been studied. The communication skills in the English language have also not been studied yet. Thus, there is a need to study the mass media exposure of Grade VII students of the Digos City National High School to determine their linguistic errors in oral English communication.

METHOD

This research study used the descriptive correlational quantitative design using regression technique to determine the type of mass media exposure that can predict the extent of errors in English oral communication among Grade VII students of Digos City National High School. Correlational research describes what exists now, such as conditions, practices, processes, structures, et cetera. Thus, it is classified as a descriptive method (Kirshenblatt-Gimblett, 2006). Correlation is a statistical measure of a relationship between two or more variables. Correlational research determines whether and to what extent a relationship exists between two or more quantifiable variables. If the relationship exists between variables, scores on one variable are associated with or vary with the scores on another variable. The degree of relationship is expressed in terms of a coefficient of correlation (Picciano, 2004).

If the relationships are substantial and consistent, they indicate how one variable may predict another, enabling a researcher to make predictions about the variables. However, correlation does not imply causation; that is, simply because two events are in some way correlated does not mean that one necessarily causes the other (Privitera, 2014). The regression technique in research predicts a dependent variable's value from an independent variable when the relationship between the variables can be described with a linear model (Hoffman, 2005).

Both the descriptive correlational quantitative design and the regression technique fit this study's needs and structure because the variables of mass media exposure and students' errors in English oral communication are naturally occurring variables. Additionally, this study seeks to determine any significant relationship between the extent of mass media exposure and the errors in English oral communication of Grade VII students. Finally, the regression technique was appropriate for this study. This study aims to determine the type of mass media exposure that can predict the extent of errors in English oral communication among Grade VII students of Digos City National High School.

This study's subjects were the Grade VII students of Digos City National High School. The researcher utilized Slovin's formula to compute the total sample of Grade VII students included in this study. This was to guarantee a high confidence level for the study. Additionally, the study's proposed respondents were from a population with high heterogeneity, and thus the sampling procedure using Slovin's formula safeguarded the appropriateness of the sample.

After the computation for the sample necessary for this study, the students' willingness was taken into consideration. Therefore, the sample for this study was limited by Grade VII students' willingness to participate in the study.

This research on the research respondents administered two researcher-made instruments. The first instrument measured the extent of Grade VII students' mass media exposure to television, radio, the internet, newspapers, and magazines. The students indicated this through a 5-point Likert-type scale. Simultaneously, the second research instrument measured the errors of Grade VII students in English oral communication. The second research instrument consisted of a speaking test patterned after the Test of Spoken English in the TOEIC Speaking Test. The researcher rated the speaking test based on errors in phonology, syntax, and semantics. Every error in English oral communication was indicated and was tallied using a range of scores. The errors were determined by listening to the respondents' recorded answers and rated based on the scoring guide for linguistic errors.

Mean was used in determining the central tendency with regards to the primary data on the extent of mass media exposure and errors in English oral communication among Grade VII students of Digos City National High School. Further, Pearson's r measured the correlation of the extent of mass media exposure and English oral communication errors among Grade VII students of Digos City National High School. At the same time, Linear Regression Analysis was utilized in determining the type of mass media exposure that can predict the extent of errors in English oral communication among Grade VII students of Digos City National High School.

RESULTS AND DISCUSSIONS

The findings are presented according to the sequence of the problems stated in Chapter I, namely: the extent of mass media exposure in the English language among Grade VII students of Digos City National High School in terms of broadcast media via television, broadcast media via radio, broadcast media via the internet, print media via newspapers, and print media via the internet; the extent of linguistic errors in English oral communication among Grade VII students of Digos City National High School in terms of the phonology of consonant sounds, the phonology of vowel sounds, syntax, and semantics; the existence of a significant relationship between the extent of mass media exposure in English language and the extent of linguistic errors in English oral communication among

Grade VII students of Digos City National High School; and the type of mass media exposure that can predict the extent of errors in English oral communication among Grade VII students of Digos City National High School.

The extent of mass media exposure in the English language

Table 1 presents the results on the extent of mass media exposure in the English language among Grade VII students of the Digos City National High School. The study results indicate that the Grade VII students of Digos City National High School have moderately high exposure to mass media, with a mean of 2.90.

The type of mass media that the Grade VII students were most exposed to was Television, specifically English and Filipino TV shows, with a 4.75 and a verbal description of Very High. The type of media that the Grade VII students were least exposed to is Newspapers, specifically Filipino language newspapers, with a mean of 1.00 and a descriptive level of Not High.

In these following observations, television accumulated the highest rating for media exposure which delivered a mean of 4.75. This explains that students of their age are in their levels where they draw too much attention in watching TV shows, either in sport, entertainment, news, or movies, that influence their linguistics or the manner of speech or pronunciation. TV shows contain direct learning experience from being a verbal recipient of language or the language's accent. From being a mere recipient, the students develop imitation of various languages without learning the proper pronunciation resulting in omission, which will be defined and studied on TABLE 2. It is very common to English Filipino TV shows having a language we understand as both primary and secondary language being converged to a single language which results in a bi-lingual manner of perception of speech. The problem occurs from the accentuated language we Filipinos have in conversing, constructing, or creating sentences to the secondary language. It could either be regarded as both positive and negative outlook of what perceives the minds in the manner of secondary language input for Grade VII students.

Second thing we determined has the lowest mean of 1.00 is the Filipino Language Newspapers. We have tabloids being published, most of these on secondary language inputs like Philippine Daily Inquirer, Manila Bulletin, The Philippine Star, Manila Times. Yet, local newspapers are still present like Abante, Balita, Bandera, Pilipino Star, etc. Students nowadays tend to seek much information on visuals and interactive sources far greater than newspapers which sets an audible

Table 1. *The extent of Mass Media Exposure among Grade VII Students of Digos City National High School*

Mass Media		Mean	Descriptive Level
Broadcast Media via Television	1.1 English Language TV shows	3.5	High
	1.2 Filipino Language TV shows	4.25	High
	1.3 English and Filipino TV shows	4.75	Very High
Broadcast Media via Radio	2.1 English Language Radio shows	3.00	Moderately High
	2.2 Filipino Language Radio shows	2.25	Less High
	2.3 English and Filipino Radio shows	3.25	Moderately High
Broadcast Media via Internet	3.1 Websites in English	4.25	High
	3.2 Websites in Filipino	4.00	High
	3.3 Websites in English and Filipino	4.50	Very High
Print Media via Newspapers	4.1 English Language Newspapers	1.25	Not High
	4.2 Filipino Language Newspapers	1.00	Not High
	4.3 English and Filipino Language Newspapers	1.25	Not High
Print Media via Magazines	5.1 English Language Magazines	1.75	Less High
	5.2 Filipino Language Magazines	1.75	Less High
	5.3 English and Filipino Language Magazines	2.25	Less High
OVERALL		2.90	Moderately High

bracket between what we see on the news and what we read in newspapers, resulting in more viewers than readers. This was accumulated by the results given for the extent of mass exposure defining that newspapers send a noticeable source of information that can influence Grade VII students in this present time. Hence, the results that have been accumulated are one of the basic elements being the basis for this study.

The extent of linguistic errors in oral English communication

Table 2 presents the extent of Linguistic Errors in Oral English Communication among Grade VII Students of Digos City National High School. The study revealed that the extent of linguistic errors in the respondents' oral English communication has an overall mean of 4.51 with a description of Very High.

The Grade VII students had the most errors in syntax's linguistic aspect, specifically subject-verb agreement, with a mean of 4.95 and a descriptive level of Very High. The Grade VII students had the least errors in the linguistic aspect of syntax, specifically in the use of articles, with a mean of 3.42 and a Moderately High description.

The study revealed that in the Linguistic Aspect of Phonology, several mispronunciations have been uttered by the respondents. The 1.1 consonant sound errors reached the mean of 4.60 and was labeled as Very High. From the transcribed and audio-recorded interview, here are several examples of mispronunciations of consonant sounds:

Informant 3: “*firs_*” instead of “*first*”- voiced /t/

Informant 17: “*Epect*” instead of “*Effect*”- unvoiced /f/

Informant 15: “*Hab*” instead of “*Have*”- voiced /v/

The 1.2 Vowel sound errors reached the mean of 4.92 of which was described as Very High. Vowel sounds are predetermined into three types the front, mid or central, and back. With the basis of the transcribed and audio-recorded interview, this study shows that the respondents had uttered several mispronunciations of vowel sounds. The following are examples:

Informant 16: “*to*”- pronounced as /o/ instead of the /u/- back vowel

Informant 20: “*newspepers*”- pronounced as /e/ instead of /æ/- front vowel

Informant 19: “*know*” – pronounced as /ɔ/ instead of /o/- back vowel

Table 2. *The extent of Linguistic Errors among Grade VII Students of DCNHS*

Linguistic Aspect	Errors	Mean	Descriptive Level
1. Phonology	1.1 Consonant Sound Errors	4.60	Very High
	1.2 Vowel Sound Errors	4.92	Very High
	1.3 Consonant Blends Errors	4.92	High
	1.4 Vowel Pair Errors	4.82	Very High
2. Syntax	2.1 Subject-Verb Agreement Errors	4.95	Very High
	2.2 Verb Form / Tenses Errors	4.84	Very High
	2.3 Articles Errors	3.42	Moderately High
	2.4 Preposition Errors	4.48	High
	2.5 Phrasal Verbs Errors	4.60	Very High
	2.6 Run-on Sentence Errors	4.92	Very High
	2.7 Sentence Fragments Errors	4.84	Very High
	2.8 Rambling Sentences Errors	4.92	Very High
3. Semantics	3.1 Lexical (Incorrect Word Choice) Errors	3.45	Moderately High
	3.2 Collocation (Formulaic Language) Errors	4.60	Very High
	3.3 Lexicogrammatical Errors – adjectives in place of nouns	3.48	Moderately High
	3.4 Lexicogrammatical Errors– nouns in place of adjectives	4.42	High
	3.5 Lexicogrammatical Errors– adjectives in place of adverbs	4.48	High
	3.6 Lexicogrammatical Errors– adverbs in place of adjectives	4.48	High
OVERALL		4.51	Moderately High

For the 1.3 Consonant blends errors, it has a mean of 4.92 and is determined to be as Very High. Consonant blends are pairs of consonant sounds. Referring to the transcribed and audio-recorded interview, this study shows that the respondents have mispronounced several consonant blends. In the interdentalals, the soft /θ/ and the hard /ð/ *th*.

e.g., "They"- pronounced as /d/ instead of /ð/- voiced- (common mispronunciation of the informants of this study.)

Informant 2: "thought"- pronounced as /t/ instead of /θ/- unvoiced

The 1.4 Vowel pair errors reached the mean of 4.82 and was recognized as very high. Vowel pairs are vowels that are joined together in a word. This study shows that the respondents have mispronounced several words consisting of pair vowels. The following are examples from the transcribed and audio-recorded interview:

Informant 25: "paint"- pronounced as /i/ instead of /ā/- open back unrounded vowel

Informant 25: "meet"- pronounced as /i/ instead of /ē/- front unrounded vowel

Informant 4: "persuade"- pronounced as /uā/ instead of /wā/

The Linguistic Aspect Syntax holds the highest mean among all predetermined aspects, as shown in this study in terms of linguistic errors. The syntax aspect was broken down into eight sub-areas. For the 2.1 Subject-Verb agreement Errors it reached the mean of 4.95 and is labeled as very high or the highest among the rest. Most sentences that the respondents have uttered have a misconstruction in terms of the subject's agreement and the verb. The following are examples of sentences from the transcribed interview of this study:

Informant 2: "The advantages of newspapers and television is ..."

Correction: The error is in the verb is. The subject is compound, so the verb should be are, following the rule: Compound subject requires a plural verb. Therefore, the sentence should be: The advantages of newspapers and television are...

Informant 5: "The first picture show the workers ..."

Correction: The error is in the verb show. The subject is singular; therefore, the verb should be shown, following the rule: Singular subject requires a singular verb. Thus, the sentence should be: The first picture shows the workers...

Informant 22: “There was two painters ...”

*Correction: The error of the sentence is in the verb. The sentence's subject is plural predetermined by the quantifier "two" and the plural form of the noun "painter." Thus, following the rule: the words **there** and **here** are never the basis of the verb; Plural subject requires a plural verb. Therefore, the sentence should be: There were two painters...*

For the 2.2 Verb Form/ Tenses Errors it reached the mean of 4.84 and is labeled as very high. The verb tenses distinguish the time at which a word is being used. The following are examples of misuse of tenses of the verb as referred from the transcribed interview:

Informant 10: “The wind blewed the sign board...”

*Correction: Blow (present) – Blew (past) **correct spelling/form***

Informant 23: “I can see in the picture that there was a painter...”

Correction: The sentence is in present form; therefore, the verbs should also be in the present tense. Thus, the sentence should be: I can see in the picture that there is a painter...; or "I saw in the picture that there was a painter... \”

For 2.3 Articles Errors it has a mean of 3.42 of which is described as moderately high. Articles in the English language are **the** and **a/an**, and (in certain contexts) **some**. As referred to the transcription of the interview of the respondents in this study, the following are examples of errors towards the utilization of Articles:

Informant 15: “There was a two man...”

Correction: The article "a" is used only for a singular subject. (E.g., a book; a house) Thus, the sentence should be: there were two men...

Informant 21: “The boy have an newspaper...”

Correction: The article “an” is used only for determining words that start with vowel letters. Thus, the sentence should be: The boy has a newspaper.

For 2.4, Prepositional Errors has a mean of 4.48 and is distinguished as high. The preposition functions to illustrate a logical, temporal, or spatial relationship between the prepositional phrase's object and the other components of the sentence. The example listed hereunder is derived from the answers of the respondents of this study that have errors upon using prepositions:

Informant 10: “The workers put the sign board in the bench.”

Correction: The preposition "in" is used to describe things of which allow an individual to walk into; a thing that has a space inside it and is capable of containing something. Therefore the sentence is wrong; the preposition should be "on" because the sign board was posted on the bench; not in it. Thus, the sentence should be: The workers put the sign board on the bench.

For 2.5 Phrasal Verbs errors, it reached the mean average of 4.60 and is labeled as very high. A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that, when used together, usually take on a different meaning to that of the original verb. From the transcribed interview of the respondents from this study, here is an example of one of the answers:

Informant 9: “Listen in the TV...”

Correction: There is a redundancy towards pairing the verbs and their use in the sentence. It should be "Listen on the TV."

Informant 13: “She sat at the chair...”

Correction: The verbs' pairing is redundant and insignificant to the thought. A person cannot sit at the chair; therefore, the sentence should be "she sat on the chair."

For 2.6 Run-on sentence errors, it reached the mean average of 4.92 of which was described as very high. A run-on is a sentence in which two or more independent

clauses (i.e., complete sentences) are joined without appropriate punctuation or conjunction. Referring to the transcribed interview of this study, the following examples of run-on sentences written hereunder are based upon the answers of the respondents:

Informant 12: “The pictures shown is we have two persons the one persons can be came to one during the plaza and after they have the one person posted the cautions”

Correction: The sentence does not follow a correct pattern. The two clauses should have been separated for better and coherent sentence.

Informant 1: “The carpenter ahm put a red paint on the bench then then wind blew it away then some man some man saw the bench and sat on it and then when he stand up, he saw his suit then wet.”

Correction: Incorrect usage of the conjunction "then": it was used several times, which causes redundancy.

For 2.7 Sentence Fragments errors, it has a mean of 4.84, of which the descriptive level is very high. A sentence must have, at a minimum, a subject, and an object. The sentence must also express a complete thought. The following are sentences from the answers of the respondents of which do not follow the necessary rules of grammar upon constructing sentences in English:

Informant 12: “The painters make is one of him post a sign board.”

Correction: The sentence has words that do not have unity towards the thought. It does not follow the correct sentence structure. It should have been "The painters made a sign board, and posted it on the bench." Or etc.

Informant 20: They put sign to prevent seated on the bench.”

Correction: The sentence should have been, "They put a sign to prevent people to sit on the bench." Or etc.

For 2.8 Rambling sentence fragments, it reached the mean average of 4.92, which was determined as very high. A rambling sentence may be defined as any exceedingly long sentence and contains too many independent clauses. By the

transcribed interview answers of the respondents of this study, here are some examples of rambling sentences errors:

Informant 6: "It's about a man who sat on the chair and he notice that it was it was painted and he went to the dry cleaners to remove the paint."

Correction: the sentence is too lengthy, and yet it has several clauses that require transitional phrases like next; then; after that; etc.

Informant 21: "I will say to the dry cleaners to finished directly because I want to use this cloth to because I have a maybe I have a important events."

Correction: The sentence has too many clauses and does not have unified thought. Thus, the sentence is too long, and it has rambled ideas.

Semantics' linguistic aspect was broken down into six (6) sub-areas. For the 3.1 Lexical (Incorrect Word Choice) Errors, it has a mean of 3.45 and is described as Moderately High. Word choice is selecting appropriate words towards constructing sentences and having a concrete and clear thought. The following sentence is an example from the transcribed interview of the respondents of this study:

Informant 3: "the man in the newspaper become bully and ashamed for their faces ahm located in the newspaper."

For the 3.2 Collocation (Formulaic Language) Errors, it has a mean of 4.60 and is determined to be very high. The habitual juxtaposition of a particular word with another word or words with a frequency greater than chance. The following sentence is an example taken from the transcribed interview of the respondents of this study:

Informant 23: "The advantage of newspaper is they delivered news..."

Correction: Instead of using the word "delivered," use "impart" to better understand.

For 3.3 Adjectives in place of nouns; 3.4 nouns in place of adjectives; 3.5 adjectives in place of adverbs; 3.6 adverbs in place of adjectives, it focuses on the Lexicogrammatical Errors the improper placing of nouns, adjectives, and adverbs.

The placing of the parts of speech in a sentence is very significant in order to construct concrete and understandable sentences. This goes to show that in the sentences that were checked, most of the students have difficulty constructing the idea using Subject-Verb Agreement into the main idea to form simple thought. It is from the common sentence that could have a Subject – Linking Verb – Predicate Nominative (S-LV-PN) or having a Subject – Transitive Verb – Indirect Object – Direct Object (S-TV-IO-DO); e.g., Answers are:

“The paint is wet” – “its paint that is wet”

“The painter puts a sign on the bench” – “They put a sign to prevent seated on the bench” Informant 20

From what the ideal response is to what the actual response of the respondents is, for this example, it's proof of fragments in each sentence, rambling sentence construction to answer the thought directly. It goes to show that being exposed to Media somehow deploys their minds on the level of reasoning. It may sound alarming to some, yet the reality media possesses is that it twists the linguistic approach of students perception from a simple "how do you do?" to become "What's up?", or sometimes we could hear or read it as Chinese English; the ones that lack other linking verbs or part phrases (what we call cuts) in a sentence "I went store" "I not like here." It also defines from the linguistics the manner of pronunciation, the phonology of the words describing is also one of the next ones the results seems to have high regards on error. The one that has the least of error is the Article usage to have errors that accumulated 3.42 creating a result of a seldom error over the transcribed sentences.

The study revealed that the extent of linguistic errors in oral English communication of the respondents has an overall mean of 4.51 with a description of Very High. The Grade VII students had the most errors in the linguistic aspect of syntax, specifically subject-verb agreement, with a mean of 4.95 and a descriptive level of Very High. The Grade VII students had the least errors in the linguistic aspect of syntax, specifically in the use of articles, with a mean of 3.42 and a description of Moderately High.

From the results of the transcribed papers, there are numerous instances of errors in sentence constructions; sentences that were having two main ideas, running sentences, Lexicogramatical sentence errors, insufficient sub-clauses, sentence fragments that need to be arranged to get the idea or collocation. The main point here in TABLE 2 is to figure out what the present issue of errors is and what are

the most common. In the sentences that are reconstructed, there could be errors that are plausible because of time restraints, but one reason why at some point, it's not also considering is the fact that Grade VII students are already oriented on basic sentence construction. This validates the dilemma to what the purpose of the study is implied.

Relationship between the Extent of Mass Media Exposure in English Language and the Extent of Linguistic Errors in Oral English Communication

The results on the relationship between the two variables are presented in Table 3. The results indicate that there is a significant relationship between the extent of mass media exposure in the English language and the extent of linguistic errors in oral English communication among Grade VII students of Digos City National High School, with a Pearson r correlation of 0.744 and a p -value of 0.00. Sheskin (2004) suggests that this absolute value of r can be considered as a strong positive correlation. The p -value of 0.00 is less than the .05 α level set by this study. Thus, the correlation is statistically significant.

Table 3. *Relationship between the Extent of Mass Media Exposure and the Extent of Linguistic Errors among Grade VII Students of Digos City National High School*

The extent of Mass Media Exposure	The extent of Linguistic Errors			
	Phonology	Syntax	Semantics	Overall
Television	.547* (.000)	.404* (.000)	.487* (.000)	.571* (.000)
Radio	.547* (.000)	.437* (.000)	.560* (.000)	.611* (.000)
Internet	.583* (.000)	.423* (.000)	.539* (.000)	.614* (.000)
Newspapers	.586* (.000)	.412* (.000)	.541* (.000)	.612* (.000)
Magazines	.580* (.000)	.632* (.000)	.694* (.000)	.512* (.000)
Overall	.694* (.000)	.521* (.000)	.656* (.000)	.744* (.000)

The strongest correlation is between the Extent of Mass Media Exposure in Television and the Extent of Linguistic Errors in Syntax, with a Pearson's r of .694 and a p -value of 0.00. Sheskin (2004) suggests that for this absolute value of r it

can be considered as a moderate positive correlation. The weakest correlation is between the Extent of Mass Media Exposure in Newspapers and the Extent of Linguistic Errors in Syntax, with a Pearson's r of .694 and a p -value of 0.00. Sheskin (2004) suggests that for this absolute value of r it can be considered as a moderate positive correlation.

Influence of Mass Media Exposure on the Extent of Errors in Oral English Communication

Table 4 shows that the extent of mass media exposure has an influence on the extent of errors in oral English communication. The column of estimates (B column) in the Coefficients table provides the values for the regression equation predicting the errors in oral English communication from the mass media exposure. Mass media exposure with the highest coefficient is Radio, with a coefficient of .635. This implies that it can be predicted that for every unit of Increase in exposure to mass media, there will be a 64% increase in errors in oral English communication, holding all other variables constant. Thus, Radio is the type of mass media that has the greatest influence on the errors in oral English communication.

The t -statistics and the p -values of the Coefficients Table demonstrate that all of the types of mass media exposure that were measured by this study are statistically significant because their p -values are less than the 0.05 alpha level set by this study. The overall p -value for the exposure to mass media is .003, which is lower than the alpha level of 0.05 that this study has set. This means that the exposure to mass media is statistically significantly different from 0.

As the Model Summary Table displays, the R -value, or Pearson r , is .744. This value represents the correlation between the observed and predicted values of the errors in oral English communication. This also measures how well the exposure to mass media predicts the errors in oral English communication.

The R Square value of .744 measures the overall strength of association between the errors in oral English communication and the exposure to mass media. This result implies that for every unit of change in the exposure to mass media, there is a 74% change in the same direction in the errors in oral English communication; thus, if the exposure to mass media increases by one unit, the errors in oral English communication increase by 74%. Suppose the exposure to mass media decreases by one unit, the errors in oral English communication decrease by 74%.

Table 4. *Influence of Mass Media Exposure to the Extent of Linguistic Errors Among Grade VII Students of Digos City National High School*

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.059	3.286		3.474	.003	5.018	17.515
Television	.389	.073	.437	5.328	.000	.246	.542
Radio	.635	.084	.334	7.559	.001	.214	.008
Internet	.150	.061	.312	2.459	.002	.073	.182
Newspapers	.243	.072	.276	3.375	.004	.193	.568
Magazines	.221	.069	.263	3.272	.004	.186	.576

The R Square has a value of .553. This is the proportion of variance in the errors in oral English communication that can be explained by the exposure to mass media. The R² value of .553 signifies that 55.3 % of the errors in oral English communication can be explained by exposure to mass media. However, this does not reflect that the errors in oral English communication are caused by exposure to mass media.

The Anova Table shows that the F ratio is $F(4,397) = 163.688$ with a p-value of 0.000. This result means that there is a linear relationship between errors in oral English communication and exposure to mass media. The p-value of 0.000 denotes that there is a 100 percent chance that the relationship between errors in oral English communication and the exposure to mass media is not due to chance.

CONCLUSIONS AND RECOMMENDATIONS

The first null hypothesis should be rejected because the results revealed that there is a significant relationship between the Extent of Exposure to Mass Media and the Extent of Linguistic Errors of the Grade VII students of the Digos City National High School. The second null hypothesis should be rejected because all the types of Exposure to Mass Media can predict the Extent of Linguistic Errors

in Oral English Communication among Grade VII students of the Digos City National High School. In the Digos City National High School, the Extent of Exposure to Mass Media has an impact on the Extent of Linguistic Errors of Grade VII students. The related literature and theoretical framework have emphasized that successful instructed language learning requires extensive second language input and opportunities to interact in the second language. Thus, this research study finally concludes that mere exposure to mass media does not improve oral communication skills among students but is rather inimical to their oral communication skills.

After the results and conclusions were drawn, further recommendations and suggestions are given as follows: Grade VII students must be supervised in their utilization of mass media such that mass media that provides correct modeling of the English language communication will be their exposure to the use of the English language grade VII students need to be provided with extensive English language input in an oral communicative context in order to observe and imbibe English oral communication skills. Grade VII students should be allowed to experience actual communicative interaction in the English language to enhance their oral English communication skills. For further study, the remaining 45% of the variables that have impacts on the linguistic performance of the Grade VII students are still undiscovered. Thus, the researchers recommend that the several Grade Levels students should also undergo through measuring of linguistic performance for the benefit of the school, society, families, and the academe.

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