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**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Teacher's Needs Analysis on Assessing English Grammar of the 21<sup>st</sup> Century Secondary Education Learners

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**Received:** 21 June 2023

**Revised:** 12 July 2023

**Accepted:** 29 July 2023

**Available Online:** 18 August 2023

**Volume II (2023), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

### Abstract

**Aim:** The study aimed to assess the English teachers' language capabilities when specific grammar skills and needs assessments are used. Specifically, the study investigated the importance of English teachers' needs analysis in the students' grammar learning.

**Methodology:** This study employed a descriptive approach in assessing the student's needs in English grammar. Descriptive analysis was utilized to label the nature of the teachers' assessment of the learners' prior knowledge of grammar learning. More so, an independent sample T-test was used to identify the difference in the teachers' responses on determining the respondents' perception of the needs assessment used for Junior and Senior High school students and the relationships between the perceived grammatical skills of English teachers.

**Results:** Findings revealed that the teachers' grammar needs analysis on speaking skills was classified as the most critical assessment, while the least essential was the viewing skill. Moreover, a significant difference occurred between the grammar skills and needs analysis when grouped according to grade levels. Furthermore, it has been revealed that Senior High school teachers considered grammar needs in speaking and writing more important.

**Conclusion:** the teacher may assess students' grammar needs based on their comprehension level. It may focus on maximizing different forms of instructional materials related to the students' viewing skills to develop their grammatical competencies. More so, the Junior high school English teachers may enhance their teaching strategies and grammatical needs assessment to increase their grammar learning and language acquisition.

**Keywords:** Needs analysis, macro skills, needs assessment, K-12 English curriculum, grammar learning, basic education, junior and senior high school grammar

### INTRODUCTION

An English teacher must learn to decide the best strategy to use when teaching grammar, utilizing an equilibrium between learning grammar and natural communication (Nugraheni, 2017). In this way, needs analysis is the foundation of the English language's different applications for specific purposes. The purpose of assessing the student's needs is to determine how English grammar is being developed in the language classroom through reading or writing.

However, the student's language learning skills highlight the listening, speaking, reading, and writing skills that are categorized and measured through their grammar. Besides, these skills hold equal worth, supporting each other from learning the listening skill to speaking and reading to writing. When these four interpersonal capabilities are combined, a learner can be identified as having a trained language competency. The teacher plans the best instruction following how the students will learn these language capabilities identified in the language classroom. Teachers assess students' needs based on their knowledge and understanding, either formally or informally (Linde, 2018). A needs assessment can be applied through formative tests to let the teachers determine how their students



excel in these skills. Needs analysis through formal reviews enables the teachers to measure the students' working level and understand their performance in class through tests or quizzes. Consequently, informal assessments are used to guide instruction. In this way, the teacher deals more with observing the learner if he/she struggles in the class where no quizzes are given, but the teacher guides and watches the student at work.

### Objective

Given these data, this study aimed to assess the English teachers' language capabilities when specific grammar skills and needs assessments are used. Specifically, the study investigated the importance of English teachers' needs analysis in the students' grammar learning. It also targets to test the significant difference in grammar skills and the needs analysis used when grouped according to grade levels.

### Hypothesis

There is no significant difference in grammar skills and the needs analysis used when grouped according to grade levels.

## METHODS

### Research Design

The researchers employed descriptive research in the study. The description of the teachers' grammatical skills and their way of assessing the student's needs were explained thoroughly by providing supporting details related to the topics. As said by Voxco (2021), descriptive research design highlights a systematic and relevant data that are gathered to emphasize and describe a specific event, population, or phenomenon. More specifically, it seeks to answer various questions that are relevant to a particular study to solve a specific problem.

### Procedure

The respondents for this study were 146 Junior High School English teachers and 80 Senior High School English teachers for a total of 226 English teachers in the selected private and public schools of Calapan City, Oriental Mindoro, which represents 100% of the total population. This paper adopted a standardized questionnaire owned by Briana (2019) to identify the importance of teachers' grammar needs analysis's importance. The researchers have modified the said questionnaires to make them more refined and attuned to the respondents. The same questionnaire was administered to collect data to examine the vital relationship between the perceived English grammar skill used to assess the Junior and Senior High school students' needs in the selected public and private high schools of Calapan City, Oriental Mindoro.

### Ethical Consideration

The researcher was respectfully referred to the school heads of the secondary schools to conduct the dissertation and to disseminate the questionnaires with an endorsement letter approved by the Department of Education in strict adherence to the following reminders: participation of the respondents should be involuntary; proper coordination and arrangement should be made; health protocols should be strictly observed due to the pandemic; and ethical standards should be followed. The protection of the respondents' privacy has also been safeguarded. Moreover, an adequate level of confidentiality of the research data was ensured at all costs. Also, the anonymity of individuals and organizations participating in the research was guaranteed.

### Treatment of Data

The researchers interviewed the respondents to validate the data gathered. They also collected associated facts from the documents that the various selected public and private Junior and Senior High schools in Calapan City, Oriental Mindoro, have and from internet sources. The data collected by the researchers were encoded, tabulated, inferred, and evaluated. Also, the researcher has presented the result to experts in the same field for verification and validation. The prepared research instrument was declared to be excellent and acceptable based on the following reliability test results:



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Indicators	Cronbach Alpha	Remarks
Grammar Needs Analysis through Listening	0.840	Good
Grammar Needs Analysis through Speaking	0.914	Excellent
Grammar Needs Analysis through Reading	0.909	Excellent
Grammar Needs Analysis through Writing	0.909	Excellent
Grammar Needs Analysis through Reading	0.850	Good

George and Mallery (2003) provide the following rules of thumb: " $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable"

## RESULTS and DISCUSSION

This section discussed the data gathered, which were analyzed and interpreted from the teachers' needs analysis in the English grammar learning of 21st-century Basic Education learners. It refers to the following indicators:

**Table 1**  
**Grammar Needs Analysis through Listening**

<i>The teacher lets the students:</i>	Weighted Mean	Verbal Interpretation	Rank
1. Listen to small group discussions	3.63	Very Important	4
2. Listen to lectures	3.76	Very Important	2
3. Listen to large group discussions or debates	3.59	Very Important	5
4. Take notes	3.78	Very Important	1
5. Understand lengthy spoken descriptions	3.43	Important	7
6. Understand spoken instructions	3.71	Very Important	3
7. Understanding informal language	3.46	Important	6
<b>Composite Mean</b>	<b>3.62</b>	<b>Very Important</b>	

Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure

Table 1 presents the listening grammar needs analysis used by the respondents. The composite mean of 3.63 generally shows that the respondents see the grammatical assessment towards listening as necessary and very important.

It suggests that taking notes requires a reflection on learning the teachers' grammar as they write down all the words they have heard. For instance, students immediately write down important notes based on what they have heard from the teacher from time to time. Paraphrasing makes sense to what they hear from the teacher, encouraging learners to comprehend and recall what they have heard. In this way, they must always try to paraphrase everything they can hear except when the information has to be precisely noted down.

As Cohen (2019) said, note-taking from listening can be most effective when the students learn how to paraphrase what they hear from the teacher. Paraphrasing makes sense to what they hear from the teacher, encouraging learners to comprehend and recall what they have heard. In this way, they must always try to paraphrase everything they can hear except when the information has to be jotted down appropriately.

On the other hand, letting the students understand the lengthy spoken description states that the learners are more encouraged to understand specific details than listening to a lengthy description of a particular topic. The teachers assess the learners with a lengthy description when a particular topic has to be explained with additional details. Moreover, students tend to become lazier when listening to a lengthy statement, such as explaining a movie, a detailed novel description, or class discussions and reports.

In light of Tenney (2016), maintaining a shorter time allotment in the class would be preferable for students to maximize their learning and application time. In addition, it would be easier for the teacher to judge their lesson's period. However, the longer the lesson, the harder it could be for the students to have a short break or experience some classroom activities.





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**Table 2**  
**Grammar Needs Analysis through Speaking**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Give oral presentations.	3.77	Very Important	5
2. Pronounce words correctly.	3.80	Very Important	1
3. Ask for clarifications.	3.80	Very Important	1
4. Give formal speeches/ presentations.	3.62	Very Important	10
5. Participate effectively in discussions.	3.78	Very Important	3
6. Communicate effectively with peers in small group discussions, collaborative projects, or out- of-class study groups.	3.70	Very Important	8
7. Describe objects or procedures.	3.65	Very Important	9
8. Formulate coherent arguments.	3.50	Very Important	14
9. Pronounce words, phrases, and sentences with proper intonation and stress patterns.	3.73	Very Important	6
10. Give formal speeches/ presentations.	3.58	Very Important	11
11. Participate in discussions.	3.78	Very Important	3
12. Communicate effectively with peers in small- group discussions and collaborative projects.	3.71	Very Important	7
13. Communicate effectively with superiors.	3.56	Very Important	13
14. Use English fluently (e.g., appropriately, with other people, in the right situation).	3.57	Very Important	12
15. Participate in interviews (e.g. job interviews, scholarship etc.).	3.41	Important	17
16. Participate in meetings.	3.42	Important	16
17. Engage in public speaking.	3.50	Very Important	14
<b>Composite Mean</b>	<b>3.64</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Table 2 shows the speaking grammar needs analysis used by the respondents. The composite mean of 3.64 shows that the respondents typically see the teachers' assessment in grammar through speaking as necessary and very important.

Surprisingly, there was a tie of scores on the students' needs assessment about pronouncing words correctly and asking for clarifications. An English teacher's grammatical assessment highlights the correct pronunciation, including proper verb tenses, voices, subject-verb agreement, and diction. The relevance of the syntactic elements of grammar enables the learner to apply the necessary information he/she expresses in different genres, formal or informal.

As Johnson (2019) mentioned, teenage students focus primarily on the keyword pronunciation in a sentence, which signifies tremendous significance since identifying both the grammatical structure's content and function is critical for speaking comprehension. The student's needs must be adequately assessed by stressing the content words and correctly matching them to the function words.

However, asking for clarity about a specific grammatical rule boosts the learner's interest. The student's interest becomes fruitful once he/she asks about the topic and enhances his/her understanding of grammar learning. On the other hand, the teacher encourages the learners to ask critical questions to enhance their grammar learning productivity and eliminate possible challenges.

As Spencer (2020) confirmed, student inquiry in the classroom serves as the heart of the learners' choice. As the learner asks their queries, they can think and analyze their curiosities and boost their interests. In this way, they can construct and fulfill their needs and bridge the gaps in the grammar learning they are analyzing.



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Alternatively, letting the students participate in interviews, including job interviews or a scholarship, shows that some learners tend to feel less engaged in individual activities where they experience belittlement. They feel afraid that they might experience errors in speaking fluent English. The teachers find this important, but it is not commonly used as a teaching strategy. This situation supports Krashen's Monitor hypothesis, where the second language is blocked, inhibiting speech through thinking. It explains that in an individual's brain, a monitor is prepared that blocks speaking so that he/she can think and prepare himself/herself to produce the correct grammar.

Referring to Kannan (2019), one disadvantage of this strategy is that the teacher-student interaction could be a career wherein the actual "on-the-job" is more enthralling than any other interviews. Moreover, student assessment experience in the teaching-learning process would overshadow the interview. One factor in assessing this need is having another teacher or instructor determine how the teaching approach would be appropriately assessed in the interview.

**Table 3**  
**Grammar Needs Analysis through Reading**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Understand the main point of the text	3.79	Very Important	1
2. Read a text quickly in order to establish a general idea of the content	3.40	Important	11
3. Read a text slowly in order to understand the details of the text	3.51	Very Important	6
4. Look through a text quickly in order to locate specific information	3.43	Important	8
5. Identify the meaning of unknown words in a text	3.69	Very Important	2
6. Understand text organization	3.54	Very Important	5
7. Understand specialist vocabulary in a text	3.46	Important	7
8. Understand a writer's attitude	3.42	Important	10
9. Summarize factual information	3.59	Very Important	3
10. Read quickly	3.18	Important	12
11. Read critically	3.56	Very Important	4
12. Read for author's viewpoint	3.42	Important	9
<b>Composite Mean</b>	<b>3.50</b>	<b>Very Important</b>	

Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure

Besides, Table 3 includes the reading grammar needs analysis used by the respondents. The composite mean of 3.50 shows that the respondents typically see the grammatical assessment in reading as necessary and very important.

As shown, letting the students understand the text's main point explains that the learners activate their grammar acquisition and produce grammar learning through reading. However, the teachers assess their needs by producing books at or near their comprehension level. For instance, students prefer reading texts about stories related to their personal experiences, interests, or curiosities. The learners, however, depend their learnings mostly on what they have written during the discussion and read it afterward. In this manner, it becomes their basis of understanding as they review what they have jotted down during the teacher's discussion. In this situation, as they read what they have written, their notes become their primary source of learning, and the teachers are the secondary.

It is believed by Arbs (2021) that the learners comprehend texts at a thoroughly enhanced level through proper visualization control. This kind of control starts when the learner comprehends how writers have constructed the meaning through its elements and features and determine its function depending on the text's genre. In this way, the learners' comprehension is highly essential in reading comprehension.



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Nevertheless, letting the students read quickly states that some secondary learners still experience struggles in reading a text. It shows that the learners could experience pressure as they are being taught to read quickly. Alternatively, the correct way of practicing the students' quick reading is to be managed well through therapies and aids like storybooks or novels. Moreover, most students prefer to avoid applying quick reading as a learning strategy since the best way of studying needs a thorough analysis. Reviewing a text can be easily understood by analyzing each part of a sentence. This way, a proper English grammar construction may be determined and scrutinized by reading thoroughly and gradually. To fulfill this need, the English teacher must facilitate the students according to their level of reading strategy.

In line with Konstant (2015), the only disadvantage of quick reading is when the learner cannot read in a rush. However, letting the students practice enables their knowledge to enhance and develop in reading speed. They will acquire a thorough comprehension of a subject or reading material. It explains that reading goes along with comprehension. It does not mean that as the learner reads aloud or on paper, he/she acquires the idea. The learners must be facilitated adequately by the teacher where the effect would be an advantageous speed reading faster.

**Table 4**  
**Grammar Needs Analysis through Writing**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Use correct punctuation and spelling.	3.81	Very Important	1
2. Structure sentences.	3.70	Very Important	5
3. Use appropriate vocabulary.	3.74	Very Important	3
4. Organize paragraphs.	3.68	Very Important	7
5. Express ideas properly.	3.75	Very Important	2
6. Develop ideas.	3.71	Very Important	4
7. Express what you want to say clearly.	3.69	Very Important	6
8. Adopt appropriate tone and style.	3.55	Very Important	15
9. Evaluate and revise their writing.	3.59	Very Important	13
10. Paraphrase texts.	3.58	Very Important	14
11. Lecture note-taking.	3.64	Very Important	8
12. Write essays.	3.62	Very Important	10
13. Write creatively.	3.60	Very Important	12
14. Write case studies.	2.98	Important	20
15. Describe objects or procedures.	3.38	Important	19
16. Write introductions and conclusions.	3.64	Very Important	8
17. Write references and citations.	3.41	Important	18
18. Formulate coherent arguments.	3.45	Important	17
19. Summarize factual information.	3.61	Very Important	11
20. Synthesize information from more than one source.	3.47	Important	16
<b>Composite Mean</b>	<b>3.58</b>	<b>Very Important</b>	

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Table 4 includes the writing grammar needs analysis used by the respondents. The composite mean of 3.58 shows that the respondents typically identify the teachers' grammar analysis through writing as necessary and very important.

For this reason, using correct punctuation and spelling provides the correct spelling punctuation application necessary to begin a successful grammar structure. Punctuation and spelling affect the grammatical structure, and a simple error could change its semantic function. The relevance of following the spelling and punctuation is to retain the meaning and message of what the writer has delivered initially. As the student practice writing during his/her childhood, he/she already learn proper syntactic patterns, including the letter formation, spelling, and construction of the sentence structure, and acquires it simultaneously. However, this also reflects Krashen's Monitor hypothesis,





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where grammar rules, spelling, and punctuation are forms as he/she thinks when writing, thinking, or typing a text. At the same time, the Natural Order hypothesis is being applied where the grammatical order of words, highlighting the structure, automatically produces a correct pattern of words as he/she writes a set of words or statements.

Best (2017) believes that assessing learners with the preeminent vocabulary and applying well-suited spelling and punctuation strategies enables them to enhance their spelling and vocabulary knowledge. Including its rules and concepts, it gives them the advantage of being aware of the various aspects of grammar learning and their daily living. Students who are engaged well with grammatical patterns through phonetics and morphemes enable them to read and comprehend more complex texts of different genres.

Then again, writing case studies show that research papers, including case studies, are important ways to improve a learner's writing skill, most notably grammatical improvements. The function of a case study is to determine how a participant behaves in a specific issue. Letting the learners write about the participant is necessary, but there are also some challenges that they may encounter. Case studies provide a heavy workload that most students cannot be engaged in well, depending on their level of ease.

As concurred by Gaille (2018), most learners find it challenging to create a case study, most notably the literature review's grammar application. It points out that the learners experience a long time to analyze such data where inefficiency is also relevant. Moreover, Majumder (2019) states that grammar and language are primary mediums when distributing the findings in creating a research paper. Therefore, effectively using the correct word choices and patterns is of extreme relevance. Applying these patterns is best for learners to avoid possible errors in using the necessary words to affect the manuscript's clarity.

**Table 5**  
**Grammar Needs Analysis through Viewing**

<i>The teacher lets the students:</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. View websites.	3.40	Important	4
2. Watch the news.	3.50	Very Important	2
3. Watch commercials.	3.41	Important	3
4. Evaluate and share online videos.	3.20	Important	6
5. Watch documentaries.	3.35	Important	5
6. View pictures, tables, maps, and charts.	3.53	Very Important	1
<b>Composite Mean</b>		<b>3.40</b>	<b>Important</b>

*Legend: 3.50 – 4.00 = Very Important; 2.50 – 3.49 = Important; 1.50 – 2.49 = Not Important; 1.00 – 1.49 = Not sure*

Table 5 includes grammar needs analysis through viewing, which the respondents used. The composite mean of 3.58 shows that the respondents typically see the grammatical assessment as important.

Initially, viewing pictures, tables, maps, and charts indicates that for secondary learners, using images to portray grammar is relevant to enhance the students' creativity. However, using pictures to determine the connection of structural patterns in English gives readers clues to apply metacognition or the "thinking about thinking." It enables them to learn by themselves and intensify their thinking and grammar skills by carefully analyzing pictures. For example, a student realizes the function of grammar as he/she asks himself/herself how to determine how it is being applied by viewing and analyzing specific sentences or paragraphs on graphs or charts.

According to Clarke (2019), most English teachers in secondary school use a picture to boost and motivate the learners toward creativity. Using images helps the learners portray an event that does not eliminate the learners needing more confidence in reading. Subsequently, applying the images through grammar lets the learner record what can be portrayed (e.g., a kite, the sun, the people). For instance, as the teacher asks them to determine the image, they can ask them directly about the determiners (e.g., a/an, the, or some) to identify the things on the picture where the noun phrases could be built.

Lastly, letting the learners evaluate and share online videos shows that 21st-century learners, called "tech-savvy," are commonly engaged in the online world. Not all students can connect to the online community due to a lack of resources and access. Philippine provinces cannot mostly afford computers but merely base their learning commonly on teachers and books. A Computer-Assisted Language Learning (CALL) application may be effective but not in all areas due to a lack of resources. It is a primary tool for viewing other needed online resources so that other students can learn even without leaving their homes through blended learning. In keeping with Lynch (2017), not having enough internet access could lessen direct communication between teachers and learners. However, one of



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the major disadvantages of not connecting to the Internet is the students' incapacity to have different sources of information and complete school activities. To resolve this issue, the teacher must promptly monitor the students by making enough effort to visit the learner and assess their needs according to their capacity.

**Table 6**  
**Difference of Responses on Grammar Needs Analysis between the two Groups of Respondents**

	Group	Mean Rank	U	p-value	Interpretation
<b>Grammar Needs Analysis through Listening</b>	Junior High	111.88	5604	0.605	Not Significant
	Senior High	116.45			
<b>Grammar Needs Analysis through Speaking</b>	Junior High	105.13	4618	0.008	Significant
	Senior High	128.78			
<b>Grammar Needs Analysis through Reading</b>	Junior High	112.95	5760	0.864	Not Significant
	Senior High	114.5			
<b>Grammar Needs Analysis through Writing</b>	Junior High	104.68	4552	0.006	Significant
	Senior High	129.6			
<b>Grammar Needs Analysis through Viewing</b>	Junior High	107.45	4956	0.057	Not Significant
	Senior High	124.55			

Significant at  $p\text{-value} < 0.05$

Table 7 compares grammar needs between the two groups of respondents. The result revealed that grammar needs through speaking ( $p = 0.008$ ) and writing ( $p = 0.006$ ) was less than the alpha level of 0.05. Thus, the first null hypothesis was rejected. It suggests a significant difference observed and based on the test, it was identified that senior high school teachers considered grammar needs in speaking and writing more important.

In general, Andi et al. (2020) state that teaching materials and strategies are necessary to determine the relevance of needs analysis in gathering information through speaking and writing skills. Proper needs assessment serves as a reference for improving the teaching strategies that the teacher may use in the grammar classroom. Moreover, these teaching materials and strategies begin to develop depending on how the English teachers apply their perception and belief toward the learner's situations and grammar needs. On the other hand, determining the learner's needs can be identified through their skills, either speaking or writing, which is necessary to provide these needs before designing a syllabus or lesson plan. Also, the different types of learners comprise their learning needs, and what they are taught must depend on their needs.

As Murphy (2020) says, beneficial grammar learning enables the students, as a writer, to successfully comprehend his/her produced output to get the reader's interest and understanding. Moreover, it enables them to identify how to choose words correctly, build up the sentences coherently, and determine how to transform them into paragraphs to create a new message and successfully produce a real meaning.

As Rae (2020) added, written communication is a relevant competency that learners must master to achieve academic and professional success, most significantly for their future endeavors. Without written communication, life's essence would be lost, which leads to including writing as part of the curriculum to develop the learners' communication skills.

On the other hand, Bodhih (2017) includes that grammar is necessary since it develops learners' speaking accuracy. It shows that grammar rule application can enable the learner to logically and straightforwardly progress a thinking habit, leading to accurate language skills. However, grammar plays a vital role in language learning because it provides a real sense of language. Also, it would be challenging for learners to speak English without learning the grammar patterns.

In general, Andi et al. (2020) state that teaching materials and strategies are necessary to determine the relevance of needs analysis in gathering information through speaking and writing skills. Proper needs assessment serves as a reference for improving the teaching strategies that the teacher may use in the grammar classroom. Moreover, these teaching materials and strategies begin to develop depending on how the English teachers apply their perception and belief toward the learner's situations and grammar needs. On the other hand, determining the learner's needs can be identified through their skills, either speaking or writing, which is necessary to provide these needs before designing a syllabus or lesson plan. Also, the different types of learners comprise their learning needs, and what they are taught must depend on their needs.





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## Conclusion

Findings revealed that the teachers' grammar needs analysis on speaking skills was classified as the most significant assessment, while the least essential was the viewing skill. Moreover, a significant difference occurred between the grammar skills and needs analysis when grouped according to grade levels. Furthermore, it has been revealed that Senior High school teachers considered grammar needs in speaking and writing more important. Therefore, the teacher may assess students' grammar needs based on their comprehension level. It may focus on maximizing different forms of instructional materials related to the students' viewing skills to develop their grammatical competencies. More so, the Junior high school English teachers may enhance their teaching strategies and grammatical needs assessment to increase their grammar learning and language acquisition.

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