Grammatical Proficiency and Mass Media: A Correlational Study Among Grade 12 HUMSS Students at Punturin Senior High School

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ABSTRACT

This study examines the correlation between mass media exposure and grammatical proficiency among Grade 12 HUMSS students. The findings reveal no significant relationship, suggesting that passive media exposure does not contribute to improved grammar skills. Notably, female students performed better than their male counterparts in areas such as pronouns, antecedents, and prepositions.

The research employed both descriptive and inferential statistical methods. Descriptive statistics—including mean and standard deviation—were used to summarize students' levels of media exposure and grammatical proficiency. The Spearman Rank Correlation Coefficient assessed the relationship between the two variables. Additionally, the Kruskal-Wallis H test determined whether grammatical proficiency varied across different levels of media exposure, while the Mann-Whitney U test examined significant differences between male and female students.

Based on the results, the study recommends combining direct grammar instruction with interactive and engaging strategies, encouraging active media engagement through analytical tasks, and providing targeted support for male students in specific areas of difficulty. Further research is recommended to explore additional factors affecting grammatical proficiency and to assess the long-term impact of media exposure on language development.

Keywords: mass media exposure, grammatical proficiency, HUMSS students, language development, agreement of subject and predicate, verb forms, pronouns, antecedents, adjectives, adverbs, prepositions

INTRODUCTION

The world is full of words, and humans use them to express their greatest ideals. The way a person uses language reflects how they think, influencing how they judge and communicate their opinions—it serves as a mirror of both the soul and the mind. Language is an essential tool for daily communication, enabling individuals to share information and express ideas effectively (Rabiah, 2018).

In the Philippines, English is taught in schools and has become a major subject in the national curriculum. One key reason is its status as a universal language, widely spoken even in countries where it is not the native tongue. Historically, the use of English in the Philippines can be traced back to American colonization, during which the Americans not only introduced systems of governance but also left a lasting imprint through the English language. As of 2024, the International Center for Language Studies reports that approximately 1.52 billion people worldwide speak English. Despite being the most widely spoken language globally, only 25% of those speakers are native; the majority have acquired English as a second language. English is used in 186 countries and dominates online content, with 52.1% of websites using it for communication.

Proficiency and accuracy in grammar are essential components of learning a foreign language. Learners must understand its rules and structures to achieve fluency and accuracy. However, many Filipinos—including college graduates—struggle with confidence in reading, speaking, and writing in English. This is not surprising, as English grammar remains challenging even for native speakers, often resulting in confusion and inconsistencies.

To become proficient in English, grammar must be mastered as it forms the foundation for all other language skills. Strong abilities in speaking and writing, in particular, can open doors to employment and other opportunities abroad. A student's academic performance often reflects the quality of their education, and their ability to communicate effectively demonstrates their command of the language.

At any level of education, instructional materials play a crucial role in enhancing learning and improving teaching effectiveness (Gabayoyo, 2023). Mass media is a powerful tool for delivering messages and information to learners. It includes various formats such as broadcast media (radio and television) and print media (magazines and comics). As media continues to expand, language teachers have access to a broad range of resources, though integrating them meaningfully into instruction remains a challenge. Incorporating media into classroom materials can make English learning more engaging for students. To fully utilize the benefits of media in language instruction, teachers need proper training—particularly in using media to teach grammar in meaningful and contextualized ways, ensuring both content and grammar are addressed simultaneously (Albalawi, 2014).

Given the rapid advancement of technology, assessing students' proficiency in English—especially in grammar—has become increasingly important to identify learning gaps. As mass media continues to grow in reach and influence, it presents a promising opportunity to enhance language learning. When used effectively, media can support educators in designing more interactive and compelling lessons that not only capture students' interest but also strengthen their grammatical skills, ultimately fostering greater confidence and competence in English.

LITERATURE REVIEW

Several studies have shown that mass media plays a significant role in the development of grammatical competence among students. Embornas et al. (2024) explored the impact of visual media exposure on the grammatical competence of Grade 9 students in a public high school. Their study revealed a strong positive correlation between the frequency of exposure to visual media—such as subtitled movies and educational videos—and improvements in grammar accuracy, vocabulary acquisition, comprehension, and the application of grammatical concepts. These findings suggest that visual media, when used strategically, enhances learners' understanding and retention of grammatical structures. This supports the current study's aim of examining how mass media can influence the grammatical proficiency of senior high school students.

Complementing this, Kaçauni and Pylli (2024) investigated the perceptions of higher education students in Albania regarding mass media's influence on English language acquisition. Their research highlighted how consistent interaction with digital platforms like YouTube and Instagram led to measurable improvements not only in vocabulary, pronunciation, and writing, but also in students' motivation and independence as language users. The use of authentic media content was shown to facilitate more natural and meaningful language input, contributing to overall language development, including grammatical accuracy. This underscores mass media's dual function as both a linguistic resource and a motivational tool for learners at various educational levels.

Beyond comprehension and vocabulary, mass media has also been found to positively influence productive language skills. Sioco and De Vera (2018) determined that exposure to various mass media formats significantly correlates with speaking ability, reinforcing the idea that frequent media interaction strengthens learners' command of language. Likewise, Albayrak and Yanar (2013) concluded that authentic mass media materials enhance EFL students' speaking fluency and accuracy, suggesting a broader impact of media on communicative competence.

Locally, a study conducted at the College of Arts and Sciences of Cagayan State University found a significant relationship between mass media exposure and students' grammatical and discourse competence. First-year students with higher media exposure showed stronger grammatical skills, further confirming the role of media as a contributory factor in language development. The researchers also noted that grammatical competence was significantly related to writing skills, reinforcing the idea that media exposure can impact both written and spoken outputs.

Together, these studies provide compelling evidence that mass media serves as an important facilitator in the

development of grammatical proficiency. They establish a foundation for exploring this relationship further, particularly among Grade 12 HUMSS students who are constantly exposed to various forms of media in their academic and everyday lives.

Statement of the Problem

The major purpose of this study was to find out the correlation of Grammar Proficiency and Mass Media Exposure among Grade 12 HUMSS students of Punturin Senior High School for the school year 2024 – 2025.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following variables:

    1.1 Sex

    1.2 Exposure to Mass Media

2. What is the grammatical proficiency level of the respondents in terms of:

    2.1 Agreement of Subject and Predicate

    2.2 Verb Forms

    2.3 Pronouns and Antecedents

    2.4 Adjectives and Adverbs

    2.5 Prepositions

3. Is there any significant correlation between grammatical proficiency level and mass media exposure of the respondents?

4. Is there any significant difference in the grammatical proficiency of the respondents when they are grouped according to their profile?

Hypotheses

The hypotheses below are formulated to serve as guide in analyzing the data of this study:

1. There is no significant correlation between the grammatical proficiency and the mass media exposure of the students.

2. There is no significant difference between the grammatical proficiency and the profile of the respondents.

Significance of the Study

By analyzing the correlation between students' exposure to mass media and their grammatical proficiency, this research will assess how these two variables are related. The results of this study will benefit the following:

Curriculum Planners and Designers. The study will provide insights into the students' level of grammatical proficiency and how it is influenced by mass media exposure. This information can help curriculum planners and designers develop a more effective and relevant curriculum that aligns with students' learning needs. By understanding how grammatical proficiency and mass media exposure are correlated, they can create instructional materials and lesson plans that support grammar development.

Teacher Education Institutions. Teachers play a vital role in shaping students' learning experiences, and this study will provide valuable insights into how mass media exposure influences their grammatical proficiency,

helping educators implement more effective teaching strategies. Additionally, it will allow teachers to identify areas that require further support and intervention to enhance student learning outcomes.

Students. The study will serve as a reflection of students' grammatical proficiency and their engagement with mass media. It will help them identify their strengths and areas for improvement in grammar, which can positively impact their overall language skills and communication abilities. By understanding how mass media affects their learning, students can take necessary steps to enhance their grammatical proficiency and become more effective communicators.

Future Researchers. This study will serve as a valuable reference for future researchers interested in exploring similar topics. It will provide them with relevant literature, data, and insights that can support their research. Additionally, it will act as a guide in conducting studies related to mass media exposure and grammatical proficiency, ensuring that future research is well-structured and evidence-based.

METHODOLOGY

Theoretical Framework

Figure 1: BICS and CALP Model by Cummins, 1981
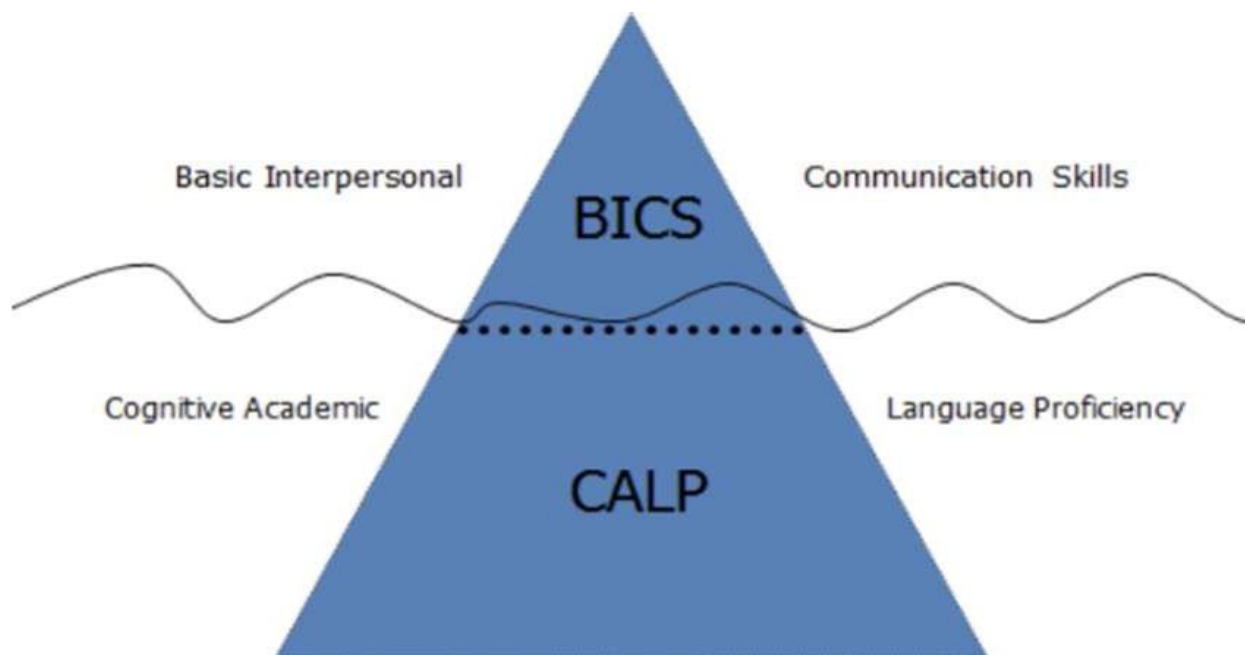
In the context of this study, mass media serves as a powerful tool that influences the grammatical proficiency of Grade 12 HUMSS students by exposing them to various forms of language use aligned with BICS or Basic Interpersonal Communication Skills. Through platforms such as radio programs, video content, social media, and movies, students regularly engage with conversational, informal language that mirrors everyday communication. These forms of media are typically context-embedded, making it easier for learners to pick up grammar naturally through exposure and repeated use. As students listen to dialogues, watch casual interviews, or read informal scripts, they internalize sentence patterns, vocabulary, and grammar structures used in daily interactions. Since BICS involves understanding and using language in social settings, exposure to mass media rich in interpersonal communication can support the development of grammatical proficiency in a more natural and intuitive manner.

On the other hand, mass media also influences grammatical proficiency through content that aligns with CALP or Cognitive Academic Language Proficiency. Educational videos, documentaries, books, and analytical pamphlets present language that is more formal, abstract, and cognitively demanding. These materials often include advanced grammatical structures, subject-specific vocabulary, and complex sentence constructions that require higher-order thinking skills. As students consume this type of media, they are challenged to decode and

understand the grammar used in more academic or professional contexts. Over time, frequent exposure to such materials may help them internalize complex grammar rules and apply them in both academic writing and formal communication. Therefore, mass media, through both informal (BICS) and formal (CALP) content, becomes an influential factor in shaping students' grammatical proficiency by providing diverse and repeated opportunities for language acquisition across a wide spectrum of real-world and academic contexts.

Research Design

This study employed a quantitative correlational research design to examine the relationship between students' grammatical proficiency and their exposure to English mass media. The study also sought to determine whether significant differences in grammatical proficiency exist based on students' demographic variables, such as sex and level of media exposure.

A descriptive approach was used to analyze students' grammatical proficiency levels, while inferential statistical methods were applied to establish relationships and differences between variables. This design was chosen because it allows for an objective assessment of patterns and trends without manipulating the variables being studied.

Population and Sample

The respondents of this study were 143 Grade 12 Humanities and Social Sciences (HUMSS) students from Punturin Senior High School. The inclusion criteria required students to be currently enrolled in the HUMSS strand and actively engaged in English-based learning activities.

A stratified random sampling method was employed to ensure equal representation of male and female students. This method was chosen to minimize sampling bias and to provide a balanced comparison of grammatical proficiency across different gender groups. The sample size of 143 was determined based on a power analysis to ensure statistical reliability.

Research Instrument

To ensure the reliability and validity of the study, two primary instruments were used to collect data:

The Mass Media Exposure Checklist was developed to assess students' frequency of exposure to various forms of English mass media. The survey included ten categories of English mass media, namely magazines, comics/webtoon, newspapers, radio, movies, articles, posters, pamphlets, videos, and books. Respondents rated their exposure levels using a five-point Likert Scale, where 1 represented "Not at all," 2 represented "Rarely," 3 represented "Sometimes," 4 represented "Often," and 5 represented "Very often." Each student's responses were then averaged to determine an overall exposure level, categorized based on a predetermined index. The questionnaire was pre-tested to ensure clarity, reliability, and validity.

The Grammatical Proficiency Test was constructed to evaluate students' mastery of fundamental English grammar rules. The test was divided into five key components: Agreement of Subject and Predicate (20 items), Verb Forms (18 items), Pronouns and Antecedents (20 items), Adjectives and Adverbs (18 items), and Prepositions (10 items). Each section assessed specific grammar competencies:

1. Agreement of Subject and Predicate measured students' ability to correctly match subjects and verbs within sentences.

2. Verb Forms evaluated the correct usage of verb tenses and conjugation rules.

3. Pronouns and Antecedents assessed proper pronoun agreement and reference clarity.

4. Adjectives and Adverbs tested students' capability to use descriptive and modifying words effectively.

5. Prepositions measured students' understanding of correct prepositional use in sentence construction.

Data Gathering Procedure

The data collection process was conducted systematically to ensure accuracy and reliability. Prior to administering the research instruments, the researchers sought approval from the school administration and subject teachers to ensure that the study aligned with institutional guidelines. Upon receiving approval, an informed consent process was carried out, wherein students were briefed about the study's objectives, procedures, and ethical considerations. Participation was voluntary, and students were assured of the confidentiality of their responses.

Once consent was obtained, the Mass Media Exposure Checklist was distributed to the students. Clear instructions were provided, and students were given ample time to complete the survey to ensure thoughtful and honest responses. After the questionnaire was collected, the Grammatical Proficiency Test was administered in a controlled classroom environment to maintain uniform test-taking conditions. The test was proctored by the researchers to prevent external influences and ensure that students completed it independently.

Following the data collection, the completed surveys and test papers were carefully reviewed to check for missing or incomplete responses. The data were then organized, coded, and entered into a statistical software program for analysis. This structured approach ensured that the data collected were reliable and suitable for analysis.

Statistical Treatment of Data

The collected data were analyzed using both descriptive and inferential statistics to answer the research questions effectively.

Descriptive statistics were used to summarize students' levels of mass media exposure and grammatical proficiency. This included frequency counts and percentages to describe categorical data and mean and standard deviation to measure central tendency and dispersion of continuous variables.

For inferential statistics, different tests were employed to determine relationships and differences among variables:

1. Spearman Rank Correlation Coefficient (ρ) – This non-parametric test was applied to analyze the relationship between students' grammatical proficiency and their level of mass media exposure. It was chosen because it is suitable for ordinal and continuous data, providing insights into the strength and direction of the correlation.

2. Kruskal-Wallis H Test (X^2) – This test was utilized to compare grammatical proficiency across different levels of mass media exposure. As a non-parametric alternative to ANOVA, it was used due to the ordinal nature of the independent variable, ensuring an accurate comparison of proficiency levels among multiple groups.

3. Mann-Whitney U Test (U) – This test was applied to examine significant differences in grammatical proficiency between male and female students. Since the proficiency scores did not follow a normal distribution, the Mann-Whitney U test was preferred over an independent t-test, making it an effective tool for comparing two independent groups.

RESULTS AND DISCUSSION

This chapter presents the analysis of data gathered from 143 Grade 12 HUMSS students. This study aims to determine the profile of the respondents based on their sex and exposure to mass media and assess their grammatical proficiency level in terms of agreement of subject and predicate, verb forms, pronouns and antecedents, adjectives and adverbs, and prepositions. Furthermore, it seeks to examine whether a significant relationship exists between the respondents' grammatical proficiency level and their exposure to mass media. Additionally, the study aims to investigate whether there is a significant difference in grammatical proficiency when respondents are grouped according to their profile variables. Through this, the research aims to provide

insights into the potential influence of mass media on grammar proficiency and how demographic factors may contribute to variations in grammatical competence.

Distribution of Respondents According to Sex

Table 1. Frequency and percentage distribution of Grade 12 HUMSS students according to sex.

Sex	Frequency (no. of students)	Percentage (%)
Female	73	51.0
Male	70	49.0

The nearly equal gender distribution of the respondents, with 51.0% female and 49.0% male, enhances the credibility of the study's gender-based analysis. Prior research has shown that gender can influence language use. Gichure (2023) found statistically significant relationships between gender and the use of adjectives, emotional expressions, and etiquette-related language. These differences suggest that male and female students may exhibit distinct patterns in grammatical performance, making balanced representation essential for meaningful comparison.

Students' Exposure to Mass Media

A five-point Likert Scale type of questionnaire was employed to assess the student's level of exposure to various English mass media, specifically, magazines, comics, newspapers, radio, movies, articles, posters, pamphlets, videos, and books. The respondents indicated their level of exposure or usage of the medium from 1 (not at all) to 5 (very often). The mean of each response was then computed and verbally interpreted using an index (see Appendix A). Higher mean responses indicate higher extent or level of exposure to the medium while lower mean responses indicate lower levels of exposure.

Table 2. Frequency and percentage distribution, and mean responses on the students' level of exposure to various English mass media.

Mass Media	Not at all		Rarely		Sometimes		Often		Very Often		Mean	Verbal Interpretation
	f	%	f	%	f	%	f	%	f	%		
English Magazine	19	13.3	81	56.6	36	25.2	7	4.9	0	0	2.22	Rarely
English Comics	16	11.2	27	18.9	52	36.4	24	16.8	24	16.8	3.09	Sometimes
English Newspaper	27	18.9	63	44.1	37	25.9	13	9.1	3	2.1	2.31	Rarely
English Radio	26	18.2	46	32.2	46	32.2	21	14.7	4	2.8	2.52	Rarely
English Movies	0	0	2	1.4	31	21.7	50	35.0	60	42.0	4.17	Often
English Articles	4	2.8	38	26.6	60	42.0	29	20.3	12	8.4	3.05	Sometimes
English Posters	12	8.4	45	31.5	57	39.9	23	16.1	6	4.2	2.76	Sometimes
English Pamphlets	25	17.5	70	49.0	39	27.3	7	4.9	2	1.4	2.24	Rarely

	f	%	f	%	f	%	f	%	f	%	Mean	
English Videos	1	0.7	5	3.5	15	10.5	49	34.3	73	51.0	4.31	Very Often
English Books	7	4.9	24	16.8	68	47.6	29	20.3	15	10.5	3.15	Sometimes
Overall Mean											**2.99**	**Sometimes**

*f – frequency or number of respondents, % - percentage

** 4.21 – 5.00 – very often, 3.41 – 4.20 – often, 2.61 – 3.40 – sometimes, 1.81 – 2.60 – rarely, 1.00 – 1.80 – not at all.

Table 2 shows that students are most frequently exposed to audiovisual English media, particularly videos and movies, which suggests a preference for easily accessible and entertaining content. In contrast, materials such as magazines, newspapers, and pamphlets were the least utilized, while books and articles were only moderately engaged with. This pattern indicates that much of students' English exposure is informal and lacks the structured input necessary to support grammar development.

This observation is supported by the findings of Alaga and Palencia (2015), who studied freshmen at Samar State University and found that while students regularly used various media formats, only their speaking and viewing skills showed substantial improvement. Reading and writing, which are closely linked to grammar proficiency, remained at intermediate levels. The study concluded that media exposure alone, especially without instructional guidance, is insufficient for developing core language skills like grammar. This reinforces the need for educators to integrate more deliberate, grammar-focused activities when using media in language instruction.

Table 3. Frequency and percentage distribution of students according to their overall level of exposure to English mass media.

Level of Exposure to Mass Media	Frequency (no. of students)	Percentage (%)
No Exposure	0	0
Minimal Exposure	39	27.3
Moderate Exposure	76	53.1
High Exposure	27	18.9
Very High Exposure	1	0.7

Table 3 reveals that while the majority of students had moderate exposure to English mass media (53.1%), a significant number had only minimal exposure (27.3%). A smaller group (18.9%) reported high exposure, yet even among these students, the benefits in grammar proficiency were not strongly evident. This suggests that although students interact with English media, the extent and quality of exposure vary, and higher exposure does not necessarily equate to better grammatical competence.

This observation is reinforced by the findings of Bergula et al. (2023), who reported no significant relationship between students' social media exposure and grammar proficiency, specifically in spelling and punctuation. Their study highlights that even frequent media use, when unstructured or passive, offers limited support for grammar development. These results, alongside the present findings, suggest that media exposure must be guided and intentional to meaningfully contribute to students' grammatical learning.

Students' Level of Grammatical Proficiency

A five-part test was administered to evaluate the students' grammatical proficiency. It included assessments on subject-predicate agreement, verb forms, pronouns and antecedents, adjectives and adverbs, and prepositions. The students' scores were then verbally interpreted using Appendix B to determine their level of grammatical

proficiency.

Table 4. Descriptive scores on grammatical proficiency of students.

Grammatical Proficiency	No. of Test Items	Minimum Score	Maximum Score	Mean Score	Verbal Interpretation
Agreement of Subject and Predicate	20	5	20	12.50	Somehow Proficient
Verb Forms	18	0	17	11.64	Somehow Proficient
Pronouns and Antecedents	20	4	20	16.90	Proficient
Adjectives and Adverbs	18	3	18	13.87	Proficient
Prepositions	10	0	10	7.73	Proficient

Table 4 indicates that students were most proficient in pronouns and antecedents (mean = 16.90), followed by adjectives, adverbs, and prepositions. These results suggest familiarity with descriptive and referential grammar elements. In contrast, lower scores in subject–verb agreement (mean = 12.50) and verb forms (mean = 11.64) point to continued difficulty with structural aspects of grammar that require accurate rule application.

This supports the findings of Ojetunde (2023), who examined concord usage among secondary students in Nigeria. She found a significantly higher error rate in subject–verb agreement than in pronoun–antecedent concord, noting that students could manage simple grammatical structures but struggled with more complex third-person constructions. Her study highlights the need for targeted instruction to strengthen students' grasp of grammar rules essential to sentence construction and clarity.

Grammatical Proficiency and Mass Media Exposure

The Spearman Rank Correlation Coefficient (ρ) was used to determine whether a significant relationship exists between students' grammatical proficiency and their level of exposure to English mass media. This nonparametric statistical method is appropriate for data measured on at least an ordinal scale. In this study, grammatical proficiency was assessed through test scores, while mass media exposure was evaluated using a Likert-scale questionnaire, which is ordinal in nature. Given these measurement levels, the Spearman correlation test was the most appropriate tool for analysis.

Table 5. Spearman Correlation matrix between grammatical proficiency and mass media exposure.

Grammatical Proficiency	Mass Media Exposure			
	Spearman Correlation Coefficient (ρ)	p-value	Decision	Remarks
Agreement of Subject and Predicate	0.121	0.150	Do not reject Ho	No significant relationship exists
Verb Forms	-0.082	0.331	Do not reject Ho	No significant relationship exists
Pronouns and Antecedents	0.006	0.946	Do not reject Ho	No significant relationship exists
Adjectives and Adverbs	-0.036	0.673	Do not reject Ho	No significant relationship exists
Prepositions	0.075	0.374	Do not reject Ho	No significant relationship exists

*The null hypothesis that no significant relationship exists between the variables is rejected if the p-value is less than the 5% (0.05) margin of error.

Table 5 shows the Spearman correlation results between students' grammatical proficiency and their level of exposure to English mass media. The findings reveal that none of the grammatical proficiency components had a statistically significant correlation with students' level of exposure to English mass media. The highest observed correlation was with subject–predicate agreement ($\rho = 0.121$, $p = 0.150$), but it remained weak and insignificant. Similarly, prepositions and pronouns had negligible associations, while verb forms and adjectives/adverbs even showed slight negative correlations. These results suggest that frequent exposure to English media, particularly in passive forms, does not necessarily improve grammar proficiency.

These findings are consistent with the study of Otibar et al. (2023), which explored the relationship between social media exposure and grammar proficiency—specifically spelling and punctuation—among junior high school students in Eastern Visayas. Their study found no significant correlation between time spent on social media and grammar performance. Despite students' regular engagement with media platforms, grammar scores remained unaffected. Like the present findings, their results imply that casual exposure to English content, even if frequent, may not contribute meaningfully to formal grammar development.

Otibar et al. also emphasized that social media, while accessible and widely used by students, functions primarily as a tool for social interaction rather than academic reinforcement. Without guided learning or instructional support, students may not internalize grammar rules through these platforms. This reinforces the implication of the present study: structured instruction, rather than media exposure alone, plays a more crucial role in building grammatical accuracy.

Table 6. Students' level of grammatical proficiency grouped by level of exposure to mass media.

Grammatical Proficiency	No. of Items	Level of Exposure to Mass Media					Kruskal-Wallis H (X^2)	p-value
		No Exposure at all	Minimal Exposure	Moderate Exposure	High Exposure	Very High Exposure		
Agreement of Subject and Predicate	20	-	12.00	12.61	12.74	17	3.167	0.367
Verb Forms	18	-	12.15	11.45	11.30	15.00	2.883	0.410
Pronouns and Antecedents	20	-	16.72	17.05	16.63	20.00	2.342	0.505
Adjectives and Adverbs	18	-	13.77	14.28	12.81	15.00	1.848	0.604
Prepositions	10	-	7.62	7.96	7.19	10.00	3.341	0.342

*The null hypothesis that no significant difference exists between the groups is rejected if the p-value is less than the 5% (0.05) margin of error.

Table 6 presents the results of the Kruskal–Wallis H test, which examined whether students' grammatical proficiency significantly differed based on their level of exposure to English mass media. Across all grammatical components, the p-values exceeded the 0.05 significance level, indicating no statistically significant differences in grammar proficiency among students with varying exposure levels. Although students with very high exposure occasionally showed slightly higher mean ranks in areas like subject–predicate agreement and verb forms, the differences were marginal and not meaningful in statistical terms. This suggests that greater media exposure alone does not lead to significantly better grammar performance.

These findings are supported by Cadierno and Muñoz (2021), who found that while students from more English-

rich environments, such as Denmark, showed stronger performance in listening and general language skills, grammar proficiency—measured through grammaticality judgment—did not show consistent improvement across learners. Their study revealed that the effectiveness of informal exposure, including media use, depends on the learning context and the type of language skill being developed. Like the present study, their results emphasize that passive exposure to English through media may benefit receptive skills, but it does not necessarily enhance grammatical accuracy without structured learning and active engagement.

Gender and Grammatical Proficiency

The Mann-Whitey U Test (*U*), a non-parametric counterpart of the Independent Samples T-Test was employed in order to identify the existence of significant difference in the grammatical proficiency of male and female students.

Table 7. Student's level of grammatical proficiency grouped by gender.

Grammatical Proficiency	No. of Items	Gender		Mann-Whitney U (*U*)	p-value
		Female	Male		
Agreement of Subject and Predicate	20	12.58	12.41	2434.00	0.623
Verb Forms	18	11.52	11.76	2398.00	0.523
Pronouns and Antecedents	20	17.53	16.24	1987.00	0.020
Adjectives and Adverbs	18	14.12	13.60	2299.00	0.295
Prepositions	10	8.23	7.36	1684.50	<0.001

*The null hypothesis that no significant difference exists between the groups is rejected if the p-value is less than the 5% (0.05) margin of error.

Table 7 presents the results of the Mann–Whitney U test, which examined gender-based differences in students' grammatical proficiency. The analysis revealed statistically significant differences in favor of female students in the areas of pronouns and antecedents (U = 1987.00, p = 0.020) and prepositions (U = 1684.50, p < 0.001). These results indicate that female students demonstrated a stronger grasp of these grammatical components. Meanwhile, no significant differences were observed in subject–predicate agreement, verb forms, and adjectives/adverbs, as reflected in the close mean scores between male and female students.

These findings are supported by the study of Tran Tin Nghi et al. (2023), which explored gender-based variation in English preposition use among EFL students in a Vietnamese university setting. Their mixed-methods research revealed that sociolinguistic factors such as societal expectations, educational background, and gender norms influenced grammatical behavior, particularly in preposition use. The study found that female students generally showed more accurate usage, attributing this trend to greater linguistic sensitivity shaped by social and cultural influences. These findings parallel the present study's results and suggest that the observed gender differences in grammar proficiency may stem from broader social and educational dynamics, rather than language exposure alone.

CONCLUSION

The findings of this study revealed that there is no significant correlation between students' grammatical proficiency and their exposure to mass media. This suggests that merely being exposed to various forms of English mass media, such as videos, movies, articles, and books, does not directly enhance students' grammatical skills. While students with high exposure to mass media displayed slightly better scores in certain grammatical areas, the differences were not statistically significant. These results indicate that passive exposure to media content is insufficient to develop grammatical proficiency. Instead, structured instruction, direct grammar teaching, and active language practice may be more effective in improving students' mastery of grammar rules.

Moreover, when grammatical proficiency was analyzed based on gender, female students demonstrated significantly better performance in pronouns and antecedents, as well as prepositions. This suggests that female students may have a stronger grasp of sentence structure and word relationships compared to their male counterparts. However, no significant differences were found between male and female students in other grammatical areas, indicating that both genders perform at similar levels overall.

The study highlights the need for more intentional strategies to improve grammatical proficiency among students. While mass media provides exposure to English, it may not effectively enhance grammar skills without additional support through direct instruction and structured language activities.

RECOMMENDATION

1. Educators should include more direct grammar instruction in the curriculum, focusing on areas where students showed less proficiency, such as subject-verb agreement and verb forms. Teachers should use interactive and engaging teaching strategies, such as grammar games, peer discussions, and contextualized exercises, to reinforce grammar learning.

2. Instead of passive consumption, students should be encouraged to actively engage with mass media by writing reflections, summarizing content, and discussing grammar structures found in media materials. Schools may include media-based assignments in which students must analyze grammatical structures found in news articles, movies, and online content.

3. Targeted interventions may be implemented to support male students in developing proficiency in pronouns, antecedents, and prepositions. Educators may consider differentiated instruction methods that cater to the specific learning needs of both genders.

4. Future research should look into other factors that may influence grammatical proficiency, such as reading habits, writing techniques, and exposure to structured language learning activities. Longitudinal studies could be conducted to determine the long-term effects of media exposure on students' grammatical development.

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