



# **Receptive and Productive Skills of Senior High School Students in a Secondary School**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study aimed to determine the significant relationship between receptive skills and productive skills among senior high school students. Employing a correlational research design, the study surveyed 148 students from a secondary education institution in Mati District, Division of Mati City, using standardized questionnaires administered face-to-face. Data were analyzed using the mean, Pearson product-moment correlation, and multiple linear regression. Results revealed that students exhibited a moderate level of both receptive and productive skills, suggesting functional language ability with room for improvement in fluency and consistency. A significant positive relationship was found between receptive and productive skills. Further analysis showed that both reading and listening—domains of receptive skills, significantly influenced students' productive abilities. It is recommended that educators implement targeted strategies to enhance these interconnected language competencies.

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**Keywords:** *Receptive skills; productive skills; senior high students; Mati district; division of Mati city.*

## 1. INTRODUCTION

Receptive and productive skills are essential components of language learning, yet their balanced development is often hindered by a range of challenges. One prominent issue is the receptive-productive gap, wherein learners typically demonstrate stronger receptive skills (listening and reading) than productive skills (speaking and writing). Many students are able to comprehend vocabulary and sentence structures when reading or listening, but encounter difficulty using these elements accurately and fluently in spoken or written communication. This gap is particularly pronounced among second-language learners, who may recognize words but lack the confidence, fluency, or practice necessary to express themselves effectively.

Globally, Weigle (2023) emphasized that limited exposure to authentic language use is a significant barrier. In many educational contexts, instruction is primarily textbook-based and oriented toward comprehension rather than active communication. As a result, learners often lack sufficient opportunities to develop productive skills through meaningful speaking and writing activities. In non-English-speaking environments, this challenge is compounded by minimal interaction with native speakers, which restricts students' ability to build fluency and accuracy.

Irma (2021) further argued that educational systems and traditional teaching methods contribute to this imbalance. Many classrooms prioritize rote memorization and grammar drills, which strengthen receptive abilities but do little to foster expressive language use. Additionally, overcrowded classrooms and limited instructional time reduce teachers' capacity to offer personalized support, particularly for students who struggle with speaking and writing.

Psychological factors also play a critical role. Anxiety, fear of making mistakes, and low self-confidence can significantly hinder the development of productive skills. Learners often avoid speaking or writing tasks due to the fear of criticism or correction, especially in unsupportive classroom environments. As Ahsan et al. (2020) noted, this reluctance can lead to the accumulation of passive language knowledge without active application.

In the Philippine context, the integration of technology in education presents both

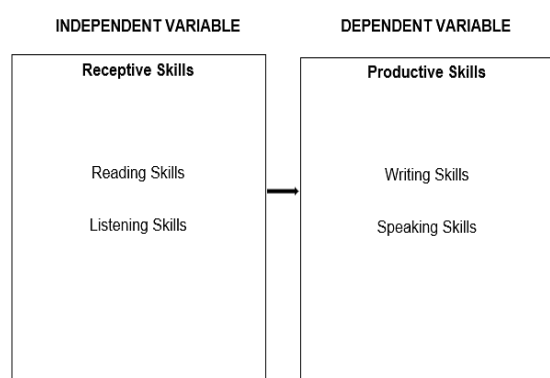
opportunities and challenges. While digital tools provide students with access to extensive listening and reading materials, they do not always promote interactive or participatory language use. Rivers (2019) observed that students frequently engage with digital content passively, which can limit the development of productive skills and broader communicative competence (Samifanni 2020).

To address these issues, educators and policymakers must implement strategies that promote a more balanced development of receptive and productive skills. Encouraging students to participate in class discussions, deliver presentations, and complete writing assignments can help bridge the gap. Moreover, incorporating real-world communication activities such as role-playing, debates, and interactive digital platforms can provide students with practical opportunities to apply language in meaningful contexts (Valero Redondo, 2024).

In addressing language use gaps, a study conducted in Mati District, Division of City of Mati by Wang et al. (2024) advocated for a multifaceted instructional approach. Activities that emphasize structured speaking and writing tasks can significantly improve students' productive abilities. Updating curricular content to reflect diverse and contemporary topics also enhances learner engagement and relevance. Furthermore, ongoing professional development for educators is essential to equip them with effective pedagogical strategies that integrate both receptive and productive skill-building (Fakher and Panahifar 2020).

Given the issues outlined above, it appears that limited research has been conducted on the relationship between receptive and productive skills among senior high school students in Mati District, Division of City of Mati. Many students exhibit noticeable difficulties in using English, particularly in productive domains. This is evident in their performance on oral recitations, quizzes, and major examinations, where low fluency and accuracy are commonly observed. Teachers have noted that students who invest time in listening, reading, speaking, and writing generally perform better in both oral and written assessments. Additionally, there is a growing recognition among educators of the need to implement targeted strategies to improve second-language proficiency.

Thus, this study aims to assess the performance levels of senior high school students in both receptive and productive skills and to explore the significant relationship between these two areas of language learning.



**Fig. 1. Conceptual framework of the study**

## 1.1 Statement of the Problem

The present study aimed to investigate the relationship between the receptive and productive skills of senior high school students. Specifically, it aimed to answer the following questions:

1. What is the level of receptive skills of the respondents in terms of:
  - 1.1 reading skills; and
  - 1.2 listening skills?
2. What is the level of productive skills of the respondents in terms of:
  - 2.1 writing skills; and
  - 2.2 speaking skills?
3. Is there a significant relationship between the receptive and productive skills of the respondents?
4. Which of the domains of receptive skills significantly influence the productive skills of the respondents?

## 1.2 Hypotheses

Ho1. There is no significant relationship between receptive skills and productive skills of senior high school students.

Ho2. None of the domains of receptive skills significantly influence the productive skills of senior high school students.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was deemed appropriate for examining the degree of association between the receptive and productive skills of senior high school students in a secondary school. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether students' proficiency in receptive skills (listening and reading) is significantly linked to their performance in productive skills (speaking and writing). By exploring the relationship between these two dimensions of language learning, the study aimed to uncover meaningful insights that can guide instructional strategies, curriculum enhancements, and language support programs designed to improve the overall English proficiency of senior high school students.

### 2.2 Research Respondents

The respondents of this study were 148 out of 235 senior high school students in Mati District, Division of Mati City. This sample size was calculated using Slovin's formula, with a 95% confidence interval and a 5% margin of error. To ensure homogeneity within the sample, specific inclusion criteria were applied. Firstly, the senior high school students were enrolled in the educational institution during the School Year 2024–2025. Secondly, the respondents had received instruction in at least one English subject. Simple random sampling was employed for the selection of respondents; this was a method where the researcher randomly chose a subset of participants from the population, ensuring that each member of the population had an equal chance of being selected. Data collection followed from this randomly selected subset, aiming to encompass as large a percentage as possible of the chosen sample (Lohr, 2021).

This study was conducted within the vibrant urban setting of Mati District, Division of the City of Mati. Situated in the eastern part of the Philippines, Mati District, Division of the City of Mati offered a diverse cultural landscape and served as a hub for education and commerce in

the region. The chosen secondary school in Mati District, Division of the City of Mati provided an ideal locale for studying the receptive and productive language skills of senior high school students. With its dynamic population and modern educational infrastructure, the city offered a rich environment for investigating language learning processes among students in their final years of secondary education. This research endeavor contributed valuable insights into language proficiency levels and learning outcomes of senior high school students within the unique context of Mati District, Division of the City of Mati.

### **2.3 Research Instrument**

The study utilized standardized questionnaires to gather data based on the problem statements. Minor changes were made to fit the objectives and respondents of the study. The questionnaire was composed of two parts. An expert review panel was asked to review the survey to establish content validity. Participants were asked about clarity and readability and were requested to provide written comments on the issues table included in the expert review packet. A pilot survey was conducted with 30 respondents to determine face validity and the logical ordering of the items. This process was also used to identify if any items had been over-represented or omitted in the data collection process. Changes were made to the survey based on the expert panel review and the pilot survey. In addition, the pilot survey process was conducted to determine the instrument reliability of the survey. The Cronbach alpha coefficient was used to estimate the consistency of scores in the instrument.

### **2.4 Data Gathering Procedure**

The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution's Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Manay District, authorizing the conduct of the study in their respective schools.

With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study's objectives. The finalized survey questionnaires were then administered to 136 senior high school students, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study's research questions and objectives.

### **2.5 Data Analysis**

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

**Mean.** This was used to determine the levels of receptive and productive skills among senior high school students. It provided a summary of the students' self-assessed performance across specific items and domains, offering insight into the general trends in their language comprehension and language use abilities.

**Pearson Product-Moment Correlation Coefficient (Pearson r).** This statistical tool was employed to examine the degree of relationship between receptive skills (listening and reading) and productive skills (speaking and writing). It enabled the researcher to determine whether a statistically significant correlation existed between students' ability to understand language and their capacity to use it effectively.

**Multiple Regression Analysis.** This analysis was conducted to determine the extent to which the specific domains of receptive skills significantly predicted the students' productive skills. It helped identify which aspects of language input (reading or listening) most strongly influenced the students' ability to express themselves through speaking and writing.

## **3. RESULTS AND DISCUSSION**

### **3.1 Level of Receptive Skills of the Senior High School Students**

Presented in Table 1 is the summary of receptive skills among the respondents. As shown, the

overall mean of this variable is 3.22 which means that senior high school students have a moderate level. Additionally, it means that the receptive skills of students were sometimes manifested.

**Table 1. Level of receptive skills of the senior high school students**

Indicators	Mean	Descriptive Level
Reading Skills	3.07	Moderate
Listening Skills	3.37	Moderate
<b>Overall</b>	<b>3.22</b>	<b>Moderate</b>

The moderate level of receptive skills implies that students are able to understand and process information to some extent, but their comprehension may not be consistent or fully developed. This suggests variability in their ability to grasp spoken and written language, which could affect how effectively they engage with learning materials and classroom interactions. Consequently, their overall language proficiency might be limited by these occasional gaps in receptive understanding.

In a study by Karges et al. (2022), which examined the receptive skills of high school students in a language learning context, similar results were reported. The researchers found that students at this level demonstrated satisfactory receptive skills, displaying the ability to comprehend and understand spoken and written language materials with a reasonable level of accuracy.

Moreover, a study by Yuzar and Rejeki (2020) focused on the receptive skills of senior high school students in relation to academic performance. The findings revealed that moderate levels of receptive skills were positively associated with academic achievement, highlighting the importance of these skills in educational contexts. These studies suggest that enhancing receptive skills could be a key focus for educators aiming to improve student outcomes. Additionally, incorporating targeted training and resources to develop these skills may lead to even greater improvements in overall academic success.

### 3.2 Level of Productive Skills of Senior High School Students

Presented in Table 2 is the summary of productive skills among the respondents.

As shown, the overall mean of this variable is 3.27 which means that senior high school

students have a moderate level of productive skills. Additionally, this means that the receptive skills of students were sometimes manifested.

The moderate level of productive skills implies that students demonstrate an adequate ability to express themselves through speaking and writing, though with some limitations. This suggests that while they can communicate their ideas in a generally clear and understandable manner, there may be occasional lapses in vocabulary use, grammar, organization, or coherence. Their language production is functional but may lack consistency in more complex or demanding contexts. This level of proficiency indicates a developing command of productive language skills, sufficient for basic academic and social communication but with room for further improvement.

In a study by Aldobekhi and Abahussain (2024), which focused on the productive skills of high school students, it was observed that students at this level demonstrated a commendable level of proficiency in various forms of expression, including speaking and writing. The researchers found that these students were able to effectively communicate their ideas, exhibit a strong command of language, and express themselves confidently. Moreover, a study by Sanchez and Despojo (2024) explored the relationship between productive skills and academic performance among senior high school students. The findings revealed a positive association between high levels of productive skills and improved academic achievement. These studies highlight the importance of a high level of productive skills in senior high school students and underscore their positive impact on communication abilities and academic outcomes.

**Table 2. Level of productive skills of senior high school students**

Indicators	Mean	Descriptive Level
Writing Skills	3.28	Moderate
Speaking Skills	3.27	Moderate
<b>Overall</b>	<b>3.27</b>	<b>Moderate</b>

### 3.3 Significant Relationship Between Receptive and Productive Skills of the Senior High School Students

Presented in Table 3 is the significance on the relationship between Receptive and Productive Skills.

The correlation between the variables obtained an r-value of 0.70 that is significant ( $p=0.00$ ) at 0.05 alpha level of significance. Therefore, there is a significant relationship between receptive and productive skills. This implies that students who demonstrate stronger receptive skills, such as listening and reading, also tend to exhibit higher levels of productive skills, including speaking and writing. The significant positive correlation suggests that the ability to understand and process language input is closely linked to the ability to produce language output. In other words, as students become more proficient in comprehending language, their capacity to express themselves effectively also improves, highlighting the interdependent nature of receptive and productive language skills.

Numerous studies have emphasized the interconnectedness and interdependence of receptive and productive language skills. According to Rakhimova (2024) linguistic interdependence hypothesis, proficiency in receptive skills contributes to the development of productive skills, and vice versa, as language learners draw upon their comprehension abilities to generate meaningful output. Moreover, Zhao (2023) underscores the role of social interaction and scaffolding in language development, highlighting how receptive skills support the acquisition and refinement of productive language abilities through collaborative dialogue and negotiation of meaning. Additionally, research by Triwibowo (2023) on the output hypothesis emphasizes the importance of engaging learners in communicative tasks that require them to produce language, thereby facilitating language learning and promoting linguistic accuracy and fluency.

### 3.4 Domains of Receptive Skills on the Productive Skills of the Senior High School Students

Presented in Table 4 is the regression analysis examining how different domains of receptive skills—reading skills and listening skills, significantly influence the productive skills of senior high school students.

The regression model reveals that both reading skills and listening skills have a statistically significant influence on productive skills. Specifically, reading skills show the strongest positive influence ( $B = 0.983$ ,  $\text{Beta} = 0.943$ ,  $t = 7.695$ ,  $p = 0.000$ ), indicating that students with higher reading proficiency tend to perform better in speaking and writing tasks. Listening skills also demonstrate a significant positive influence ( $B = 0.680$ ,  $\text{Beta} = 0.604$ ,  $t = 13.417$ ,  $p = 0.000$ ), emphasizing the role of auditory comprehension in enhancing students' ability to express themselves productively.

The regression equation is as follows: Productive Skills =  $0.0685 + 0.983$  (Reading Skills) +  $0.680$  (Listening Skills). The model explains 77.4% of the variance in productive skills ( $R^2 = 0.774$ ), with an F-value of 110.670 and a p-value of 0.000, indicating that the overall model is statistically significant.

These findings imply that both reading and listening skills are critical components in the development of students' productive abilities. The stronger impact of reading suggests that exposure to written language significantly enhances expressive capacities, while listening remains an essential skill for processing and responding effectively in verbal communication. This highlights the interconnected nature of receptive and productive language domains in shaping students' overall language proficiency.

This finding aligns with the research of Kara and Bettahar (2024), who emphasized the strong influence between receptive skills and productive performance, particularly noting that students with well-developed reading comprehension tend to exhibit greater confidence and competence in writing tasks. Similarly, Xie and Yeung (2022) highlighted that enhanced reading skills support vocabulary acquisition and syntactic awareness, which are crucial for constructing meaningful and coherent output in both spoken and written forms. In support of the influence of listening skills, Paramole et al. (2024) demonstrated that active listening positively impacts learners' ability to respond appropriately and fluently in communicative situations.

**Table 3. Significant relationship between receptive and productive skills of the senior high school students**

Variables	r-value	p-value	Remarks
Receptive Skills	0.70	0.00	Significant
Productive Skills			

**Table 4. domains of receptive skills on the productive skills of the senior high school students**

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	0.685	0.086		8.001	0.000	Significant
Reading Skills	0.983	0.128	0.943	7.695	0.000	Significant
Listening Skills	0.680	0.051	0.604	13.417	0.000	Significant
<b>Regression Model</b>						
Productive Skills = 0.0685 + 0.983 (Reading Skills) + 0.680 (Listening Skills)						
R=0.880; R <sup>2</sup> =0.774; F=110.670; p-value=0.000						

#### 4. CONCLUSIONS

Based on the results of the study, the following conclusions were formulated. The receptive skills of the respondents are sometimes manifested. This suggests that while students are able to understand and process information through reading and listening, these skills are not consistently applied. This occasional use may affect their ability to fully grasp academic content, indicating a need for reinforcement of foundational language comprehension skills.

The productive skills of the respondents are sometimes manifested. It means that the productive skills of the respondents are often manifested.

This means that while students are developing proficiency in expressing their ideas clearly and effectively, their speaking and writing skills are not yet consistently demonstrated. The occasional use of productive skills suggests emerging language output abilities, which, with further support and targeted instruction, can lead to more meaningful participation in both academic and social settings.

There is a significant relationship between receptive and productive skills. This shows that students who demonstrate better receptive skills are also more likely to exhibit strong productive skills. The interconnection between understanding language and producing it highlights the importance of developing both areas simultaneously for holistic language competence.

The domains of receptive skills such as reading and listening skills significantly influenced productive skills. This suggests that improvements in students' reading and listening abilities can positively affect their writing and speaking performance. Strengthening receptive domains can serve as a foundation for enhancing overall communication and academic success.

#### 5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were created:

School administrators may provide additional resources and support to enhance the receptive skills of senior high school students in reading and listening, such as implementing reading programs and offering listening comprehension activities. They may also encourage teachers to incorporate interactive teaching methods to improve productive skills in writing and speaking. Additionally, offering professional development opportunities for teachers to enhance their instructional strategies for both receptive and productive skills is crucial.

Teachers may design instructional activities that cater to the specific receptive skill needs of senior high school students in reading and listening, using diverse reading materials and implementing comprehension strategies. They may also create varied and interactive writing tasks that foster productive writing skills, such as incorporating peer feedback and providing regular writing practice opportunities. Moreover, teachers may facilitate speaking activities that promote oral fluency and effective communication, encouraging collaborative projects, debates, presentations, and discussions.

Senior high school students may take an active role in developing their receptive skills by engaging in regular reading and listening activities outside the classroom. They can read books, newspapers, and online articles, and actively listen to podcasts and audio materials. It is also important for students to practice productive skills such as writing and speaking regularly. They can maintain a journal, participate in writing contests, and engage in conversations and presentations to improve their speaking skills. Seeking guidance from teachers and utilizing available resources to improve both

receptive and productive skills is key. Furthermore, students should consider joining clubs or groups that focus on language use, such as debate clubs or book clubs, to enhance their learning environment. Seeking guidance from teachers and utilizing available resources, such as online writing platforms or language learning apps, are essential steps for improving both receptive and productive skills.

Future researchers may conduct further studies to explore the factors influencing the relationship between receptive and productive skills among senior high school students. They can investigate instructional approaches and strategies that effectively bridge the gap between receptive and productive skills. Additionally, they may examine the impact of technology and multimedia resources in enhancing both receptive and productive skills, as well as the influence of cultural and contextual factors on the development of receptive and productive skills in language learning. These studies will contribute to a better understanding of language learning and inform future educational practices, certifications, and continuously improving their instructional approaches to enhance their expertise.

Future researchers may explore additional factors influencing professional ontogeny, such as leadership support, institutional policies, and emerging educational technologies, to provide further insights into fostering lifelong learning and career development among educators.

## DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. **Grammarly:** Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. **Quillbot:** Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

## CONSENT AND ETHICAL APPROVAL

The conduct of this study strictly adhered to recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Before initiating data collection, the

researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical procedures followed were grounded in the framework of Pregoner et al. (2025), ensuring compliance with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study's purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to confirm participants' understanding and willingness to take part in the research. To preserve confidentiality, no personally identifiable information was gathered, and all responses were handled with strict confidentiality. The data collected were used solely for academic purposes. These protocols guaranteed that the study was conducted with transparency, ethical integrity, and full professional accountability.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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