

Frequency of watching Filipino films and communication skills of Grade 9 students

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ABSTRACT

This survey-correlational research was conducted to determine the frequency of watching Filipino films and the communication skills of Grade 9 students at Nicomedes R. Tubar Sr. National High School, Pase, San Dionisio, Iloilo, during the School Year 2024–2025. The participants of this study were a total of seventy-five (75) Grade 9 students from the said institution. The research instruments used included a questionnaire on the frequency of watching Filipino films and rubrics for assessing communication skills. To measure the frequency of watching Filipino films, the researcher developed a questionnaire consisting of thirty (30) items using a 5-point scale: (5) Very Frequent, (4) Frequent, (3) Sometimes, (2) Rare, and (1) Very Rare. For communication skills, the assessment was divided into two parts: (1) writing an essay titled “My Learnings from Watching Filipino Films” and (2) delivering a speech based on the essay they composed. The essay-writing rubric had a maximum score of thirty (30) points, while the speech-delivery rubric also had thirty (30) points, both measured using a 5-point scale: (5) Excellent, (4) Proficient, (3) Satisfactory, (2) Poor, and (1) Needs Improvement. The independent variable of this study was the frequency of watching Filipino films, while the dependent variable was the students’ communication skills. All data and information gathered were treated with strict confidentiality and processed using computer-based statistical analysis. For descriptive data analysis, the mean and standard deviation (SD) were employed, while for inferential data analysis, the frequency count, percentage, mean, standard deviation, and Pearson’s *r* were used, with a level of significance set at 0.05. The findings revealed that the frequency of watching Filipino films among Grade 9 students was at the level of “Frequent.” Moreover, the students’ communication skills were assessed as “Proficient.” Overall, the study found that there was no significant relationship between the frequency of watching Filipino films and the communication skills of the students.

Keywords: Filipino films, communication skills, Grade 9 students

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INTRODUCTION

Filipino films have long been intertwined with the culture and history of the Philippines, making them a vital area of academic inquiry, particularly in relation to students' communication skills. Diaz (2020) emphasized that Filipino films transcend entertainment, serving as a medium of transmitting lessons, perspectives, and national identity. Scholars agree that films can expand language knowledge and deepen understanding of societal issues, as they allow students to engage with language and culture through characters, dialogues, and events. Such exposure provides opportunities to strengthen language proficiency, interact with varied communication styles, and develop critical thinking. Pangilinan (2017) found that frequent viewers of Filipino films expand their vocabulary, gain familiarity with idiomatic expressions, and improve sentence construction and idea expression in Filipino. Similarly, Santos and Cruz (2018) highlighted that by following film dialogues, students learn proper grammar, everyday expressions, and idioms.

Further, Reyes (2016) demonstrated that regular exposure to Filipino films helps students deepen their understanding of language structures and apply appropriate expressions in both formal and informal settings. Del Mundo (2019) noted that frequent film viewing contributes to improved academic performance in language-related subjects, while Garcia (2020) revealed that such students become more attentive listeners and effective communicators in both oral and written Filipino. The findings of Santos et al. (2021) confirmed that integrating Filipino films into learning improves fluency, while Bernardo (2018) stressed that films expose learners to natural conversations that broaden their ability to use idiomatic expressions in classroom tasks. Diaz and Martinez (2021) similarly concluded that Filipino films enable students to articulate ideas more effectively and to use culturally grounded expressions. Collectively, these studies affirm that films serve as powerful pedagogical tools in developing Filipino language skills, as also argued by Alvarez and Lim (2017).

Communication skills, which encompass the ability to convey ideas, beliefs, and emotions effectively, can be developed at any stage of life through various means. They involve both verbal and non-verbal communication, requiring proper grammar, clarity of expression, and collaborative interaction (Pacific Policy Research Center, 2010). For students, the mastery of oral communication is especially critical, as it allows them to narrate experiences, share knowledge, and articulate emotions in a coherent and impactful manner. Oral expression, whether through conversations, discussions, or storytelling, enhances confidence and provides individuals with the capacity to achieve personal and academic goals (Tech4EdOrion, 2024).

This study is grounded in Sociolinguistic Theory, which underscores the relationship between language and society, as well as the cultural context of learning. Labov (1972) posited that language reflects social and cultural realities, while Vygotsky (1978) emphasized its centrality in the development of communication skills. Filipino films provide students with exposure to language embedded in cultural settings, making it easier to comprehend and express ideas meaningfully. Understanding the relationship between film viewing and communication skills is therefore crucial, as it offers insights into how films may be utilized as instructional tools to enhance speaking, writing, and comprehension in Filipino.

The researcher observed that many students have developed a strong interest in watching Filipino films, which has become an integral part of their daily lives. This habit not only entertains but also supports their learning, particularly in fostering confidence and improving communication skills. Such observations served as the primary motivation for undertaking this research, which seeks to examine the frequency of watching Filipino films and its relationship with the communication skills of Grade 9 students.

Statement of the problem

This study focused on the frequency of watching Filipino films and the communication skills of Grade 9 students. The objectives of this study are to answer the following questions:

1. What is the level of frequency of watching Filipino films among Grade 9 students?
2. What is the level of communication skills of Grade 9 students?
3. Is there a significant relationship between the frequency of watching Filipino films and the communication skills of Grade 9 students?

METHODOLOGY

The primary objective of this study was to determine the frequency of watching Filipino films and the communication skills of Grade 9 students of Nicomedes R. Tubar Sr. National High School during School Year 2024–2025. To achieve this, the researcher employed a survey-correlational design. As Bhandari (2024) explained, survey-correlational research is a type of design that investigates relationships between variables without manipulation, focusing on identifying the strength and direction of associations. Hassan (2024) further emphasized that it is a non-experimental method that observes and measures variable relationships in their natural setting. In this study, the independent variable was the frequency of watching Filipino films, while the dependent variable was the communication skills of Grade 9 students. To analyze the data, the statistical tools utilized were frequency count, percentage, mean, standard deviation, and Pearson r , with an alpha level set at 0.05 for inferential tests.

The study was conducted at Nicomedes R. Tubar Sr. National High School, Pase, San Dionisio, Iloilo, where the researcher also teaches. The population consisted of 310 Grade 9 students across six sections: Eagle, Phoenix, Oriole, Sparrow, Dove, and Flamingo. From this total, seventy-five (75) students were selected as participants using quota sampling with a lottery technique. Specifically, fifteen participants each were chosen from the Phoenix section (62 total students), Eagle section (60), Oriole section (63), Sparrow section (62), and Dove section (63). The Flamingo section was not included in the sampling distribution.

The demographic profile of participants revealed that most students were aged 14–15 years old, comprising 59 students or 78.7 percent of the sample. Twelve students (16.0 percent) were between 15 and 18 years old, while only four students (5.3 percent) were 18 years old and above. In terms of sex, the sample consisted of 48 females (64.0 percent) and 27 males (36.0 percent).

Three instruments were utilized to collect the necessary data: a profile sheet, a questionnaire on the frequency of watching Filipino films, and rubrics for assessing

communication skills. The profile sheet gathered personal information such as sex, age, section, and parents' educational attainment. The questionnaire on the frequency of watching Filipino films consisted of thirty (30) items, which were validated by three Filipino teachers, subjected to content validity review by three expert Filipino teachers, and pilot-tested with thirty (30) students not included in the main study. The responses were rated on a five-point Likert scale: 5 – Very Frequent, 4 – Frequent, 3 – Sometimes, 2 – Rare, and 1 – Very Rare. The corresponding interpretation of mean scores was as follows: 4.21–5.00 (Very Frequent), 3.41–4.20 (Frequent), 2.61–3.40 (Sometimes), 1.81–2.60 (Rare), and 1.00–1.80 (Very Rare). Reliability testing through Cronbach's Alpha yielded a coefficient of .842, indicating that the instrument possessed high internal consistency and was therefore acceptable for use in the study.

The second instrument was the rubric for communication skills, which required participants to both write an essay and deliver a speech on the theme "My Learnings from Watching Filipino Films." The rubric was adapted from Ibardolaza (2024). For essay writing, the criteria included introduction, discussion, organization of ideas or messages learned from watching the films, conclusion, mechanics, and language use. For speech delivery, the rubric evaluated content, voice and verbal skill, non-verbal skill, opening, closing, and overall confidence and posture. Scores were rated using a scale where 24.01–30.00 indicated Excellent, 18.01–24.00 indicated Proficient, 12.01–18.00 indicated Satisfactory, 6.01–12.00 indicated Needs Improvement, and 1.00–6.00 indicated Requires Assistance.

The data gathering procedure involved careful preparation of the questionnaire and rubrics with the guidance of the researcher's adviser. Approval was secured from the school head of Nicomedes R. Tubar Sr. National High School, and informed consent was obtained from parents and students through formal communication letters. The conduct of the study strictly complied with Republic Act 10173 or the Data Privacy Act of 2012, ensuring that all responses and information remained confidential. The administration of the instruments was carried out beginning on March 13, 2025, during the fourth quarter of the school year. Participants were allotted sufficient time to complete the questionnaires and tasks. Quota sampling with the lottery technique was applied to ensure fair representation of students from different sections. Once data were collected, responses were scored, consolidated, and processed through the Statistical Package for the Social Sciences (SPSS).

To analyze the data, several statistical tools were applied. Frequency counts were used to determine the distribution of responses according to the scale of film viewing frequency and communication skills. The mean was used to describe the overall levels of the two variables, while the standard deviation measured the consistency and accuracy of student responses. Pearson r was employed to test the significance of the relationship between the frequency of watching Filipino films and communication skills, with the 0.05 alpha level set as the threshold for determining statistical significance.

RESULTS AND DISCUSSION

This chapter is divided into two parts: the descriptive analysis of data and the inferential presentation of data. The descriptive analysis presents the nature and characteristics of the findings obtained through the survey-correlational method using the questionnaire on the frequency of watching Filipino films and the rubric on communication skills of Grade 9 students,

including the personal characteristics of the participants. The inferential analysis presents the findings using computer-processed statistics such as standard deviation, t-test, and Pearson r, with the level of significance set at 0.05.

Descriptive analysis of data

The results on the frequency of watching Filipino films among Grade 9 students showed an overall mean score of 3.51 with a standard deviation of 0.24, which corresponds to the descriptive level of “Frequent.” The interpretation scale used in the study classified 4.21 to 5.00 as Very Frequent, 3.41 to 4.20 as Frequent, 2.61 to 3.40 as Sometimes, 1.81 to 2.60 as Rare, and 1.00 to 1.80 as Very Rare. The finding of “Frequent” viewing suggests that students actively participate in classroom discussions by freely expressing their reactions, comments, and analyses based on the films they watched. During interactions, they often mentioned the titles of movies, the names of popular actors and directors, as well as recent releases. This level of engagement deepens their appreciation of film as an art form while simultaneously expanding their knowledge of Philippine culture.

The frequent viewing of films also fostered creativity in students’ expressions. Many students imitated the characteristics, clothing styles, mannerisms, and speech of their favorite characters, thereby establishing a personal connection with the stories while enriching their imagination. This practice was not only a creative classroom activity but also extended into their daily interactions with peers. In addition, one of their common activities was narrating memorable film scenes, demonstrating familiarity by memorizing and reciting lines of protagonists and antagonists to express emotions or viewpoints. Theme songs from films also left a strong impression on their memory, often being sung or referenced in various situations.

The findings further highlighted the strong influence of technology on students’ film-viewing habits. Platforms such as Netflix, YouTube, iWantTFC, and Prime Video provided them with easier access to Filipino films. However, not all students had equal access, as some faced limitations due to the absence of mobile phones, poor internet connectivity, or lack of funds for internet load. Despite these constraints, film viewing was considered a popular leisure activity and a way to relieve stress. Students often watched films during free time or when they needed relaxation and diversion from academic or personal concerns. For many, watching Filipino films became the primary form of entertainment and comfort when alternative recreational activities were not available.

More importantly, Filipino films also became an avenue for students to deepen their understanding of Philippine history, arts, and society. Through film, they learned about traditions, beliefs, and social issues, which contributed to their cultural awareness. This finding affirms the study of Dela Cruz (2020), which emphasized the crucial role of Filipino films in promoting and strengthening national identity by showcasing Filipino values, culture, and history. Likewise, Santos and Mendoza (2021) stressed that technological advancements have transformed the modes of film viewing. With the emergence of streaming platforms such as Netflix and iWantTFC, Filipino films have become more accessible and interactive, enabling audiences to engage in discussions through social media. At the same time, they emphasized the

continued importance of supporting traditional cinemas and other distribution platforms in order to sustain the Philippine film industry.

The results on the communication skills of Grade 9 students revealed an overall mean score of 18.30 with a standard deviation of 1.17, which corresponds to the descriptive level of “Proficient.” The interpretation scale used in the study categorized 24.01 to 30.00 as Excellent, 18.01 to 24.00 as Proficient, 12.01 to 18.00 as Satisfactory, 6.01 to 12.00 as Needs Improvement, and 1.00 to 6.00 as Requires Assistance. This result indicated that students were capable of writing coherent essays with clear introductions reflecting their insights from watching Filipino films. Each essay contained adequate details, reactions, and interpretations that demonstrated depth of understanding. Their familiarity with films assisted them in articulating their thoughts more effectively.

In speech delivery, the students displayed careful preparation, memorization, and study of their assigned tasks to ensure effective communication of their message. They included relevant details, gestures, and facial expressions that captured the attention of the judges, making their presentations interesting and engaging. This finding confirmed that the students had acquired sufficient knowledge and skills in the use of the Filipino language, honed through earlier performance tasks starting in Grade 7, which film viewing further reinforced. The themes of Filipino films—whether comedies, family-centered stories, or narratives addressing social issues—were relatable to students’ daily lives and inspired them to further refine both oral and written communication.

These results are consistent with the findings of Uzzaman and Roy (2015), who emphasized the importance of active listening in improving communication skills. They concluded that individuals with strong listening abilities were more effective in interactions, understood messages more accurately, and responded more appropriately. Furthermore, they highlighted that training in message analysis helps prevent misinterpretations and miscommunication. In line with this, Albiladi et al. (2018) argued that communication competence is vital to successful teaching, as it demonstrates teachers’ ability to engage students and promote comprehension.

Inferential analysis of data

The inferential results revealed no significant relationship between the frequency of watching Filipino films and the communication skills of Grade 9 students. The Pearson r value was 0.185 with a significance level of 0.112, which is greater than the 0.05 alpha level. This indicated that the two variables were not significantly related. Regardless of whether students watched Filipino films frequently or rarely, there was no direct effect on their communication skills. The data suggest that while film viewing may contribute to language enrichment and cultural understanding, it is not sufficient to significantly influence communication skills. The latter are shaped by more comprehensive factors such as vocabulary, grammar, and social, emotional, and cognitive competencies developed through tasks like essay writing, speech delivery, and interactive learning experiences.

These findings imply that watching films alone cannot serve as the primary method for enhancing communication skills in Filipino. Students may require more structured interventions, such as classroom discussions, performance-based tasks, and guided practice, to fully strengthen

their language proficiency. Teachers and educational stakeholders may use this result as a guide in creating programs that offer more opportunities for active language use and communication.

Although the correlation between the two variables was positive in direction, the value of 0.185 indicates only a very weak association. Therefore, the null hypothesis—that there is no significant relationship between the frequency of watching Filipino films and the communication skills of Grade 9 students—is accepted. This conclusion is consistent with the study of Bangayan-Manera, Vecaldo, and Saquing (2020), which acknowledged the importance of Filipino films as meaningful storytelling tools but emphasized that their contribution is primarily in cultural enrichment and escapism rather than in directly shaping communication skills. Films can provide imaginative escape, foster identity formation, and enrich cultural knowledge, but structured teaching and active practice remain necessary for the full development of communicative competence.

CONCLUSION

The results of this study point to several important conclusions regarding the frequency of watching Filipino films and the communication skills of Grade 9 students. The findings revealed that students frequently watch and appreciate Filipino films, which underscores their strong connection to Filipino culture and the arts. Their exposure to local films has provided them with new ideas, relevant knowledge, and varied perspectives, serving as a bridge for cultivating national identity and reinforcing values such as love, generosity, and forgiveness. This frequent engagement also contributes to the preservation of Philippine cinema despite the growing popularity of foreign media such as K-dramas and Indian films. In this sense, Filipino films not only serve as entertainment but also play a significant role in fostering cultural appreciation and continuity.

For teachers, the frequent viewing of Filipino films among students provides an opportunity to use these films as motivational and pedagogical tools in the teaching of Filipino. The familiarity of students with historical, social, and family-related themes depicted in the films makes class discussions more engaging and relatable. Integrating Filipino films into lessons enriches the teaching process and creates a more enjoyable, meaningful, and productive classroom environment. Teachers can also maximize this interest to encourage greater student participation, critical reflection, and interaction, thereby making instruction more effective.

The study further concluded that Grade 9 students are proficient in communication skills, as demonstrated in their ability to write coherent essays and deliver organized speeches in Filipino. This proficiency reflects their capacity to participate in both oral and written discourse effectively and clearly, leading to livelier classroom discussions. Students showed the ability to share insights and reflections gained from films, becoming not only competent speakers but also attentive listeners. Such proficiency indicates readiness for participation in activities that require advanced communication skills, including storytelling, declamation, and other oral performance competitions. For teachers, this finding highlights the need to explore additional strategies to further strengthen these skills, particularly across the five macro skills of listening, speaking, reading, writing, and viewing.

Finally, the study confirmed that there was no significant relationship between the frequency of watching Filipino films and students' communication skills. Although students were frequently exposed to local films, this exposure alone did not directly influence their competence in communication. Instead, their performance in writing essays and delivering speeches reflected mastery of technical standards and established practices that go beyond mere film viewing. Communication skills, as shown in this study, rely not only on exposure to cultural media but also on structured practice, social interaction, and academic reinforcement. This suggests that while Filipino films may enrich cultural awareness and vocabulary, they cannot serve as the sole factor in the development of communicative competence.

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