COGNITIVE MODELS AND LITERARY COMPETENCE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This descriptive-correlation study examined the relationship of the public junior high school students' perception on the relevance of cognitive models in studying literature to their literary competence. Utilizing a questionnaire and a literary competence test in gathering data, the results revealed that the 251 respondents deemed that cultural model as relevant for this model prepare them to be multi-culturally literate individuals. They also found that the vicarious experiences gained from studying literature enabled them to make personal connection with literary texts especially on the universality of human existence that afforded them to perceive personal growth model as relevant. Also, the respondents perceived language model as relevant

as it provided opportunity to hone their receptive communication skills. Despite the positive perception of the respondents on the relevance of cognitive models in studying literature, the results of the administered literary competence test revealed low performance as the respondents were categorized to have Beginning to Developing levels of proficiency in literary competence along its four dimensions which was affirmed by the non-significant result when the two variables were correlated for relationship. This study calls for an intervention program to hone the literary competence of the junior high school students.
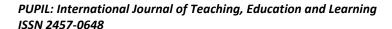
Keywords

Cognitive Models, Cultural Model, Junior High School Students, Language Model, Literary Competence, Personal Growth Model, Studying Literature

1. Introduction

The educational reforms in the country challenge educators to develop among students the necessary skills in becoming competent individuals who are equipped with needed competencies in becoming lifelong learners. This requires not only technical skills but also skills of the intellect, spirit, and human relation. The study of literature occupies a very significant role in this undertaking. Although commonly regarded as a product of imagination, literature draws on life for its subjects. It touches life in the real world at all points. It enables one to enter a wide range of explorations through vicarious experiences and extend through language the understanding of the human situation in general. Hence, a relevant education for developing competitive individuals entails a well-balanced literature instruction.

A balanced literature pedagogy capitalizes on experience and language. This instruction helps students develop keener sense of values and personal qualities through encouraging a mature outlook in life by promoting interest, understanding, and tolerance of cultural and societal diversities mirroring literary works. It also hones students' skills in language arts through reinforcing their knowledge of communication processes as they respond to a literary text and evaluate its relevance to their lives. It is within these premises that the teaching of literature has been considered integral part of the school curriculum across grade levels.

In junior high school, the teaching of literature as a component of English language teaching plays a crucial role in directing students toward holistic development. The comprehension strategies required in understanding a text and the language skills needed in
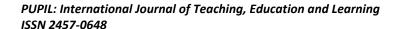
expressing their thoughts about a literary work exercise students' intellect which can enhance their critical thinking abilities. On the other hand, the philosophical insights that they gained from the text constitute its moral implication which is beneficial in transforming them to be well-rounded individuals. However, this ideal goal of literature instruction appears to be elusive in the absence of students who are engaged in the study of literature (Appleman, 2014).

The success of any literature instruction lies on students' engagement and active participation in the classroom. As lifelong learners, students strive to improve their ability to understand and reflect about the texts using different perspectives to widen their perception of the world. They maintain their interest and involvement by participating in a variety of classroom activities that can help them explore their own responses to literature. This ideal pedagogy can be possible when they consider the relevance of studying literature to their lives and have concrete purpose in studying it. Students' participation on learning tasks and classroom discourses are all influenced by the cognitive models they perceived important. In particular, their beliefs about the relevance of studying literature and their ability to integrate critical approaches in analyzing literary texts encourage them to actively engage in classroom activities that can hone their literary competence (Griffith, 2010). Teachers are then challenged to help students to examine the latter's thoughts about studying literature to improve learners' literary competence.

Bobkina & Dominguez (2014) clarified the purposes of studying and teaching literature into three cognitive models: cultural, personal growth, and language model. The cultural model emphasizes the value of literature as embodying the wisdom of all times by expressing the universal truths reflected in the literary piece. The personal growth model aims to impart students with the lasting pleasures in reading and a deep satisfaction in a continuing growth of understanding as they associate their lives and selves to the text they are reading. Hence, studying literature can help the students develop enjoyment and love for it. On the other hand, the language model signifies literature as an instrument for learning specific vocabulary or structures for language manipulation. Practitioners of this model prioritize language as the medium of literature for it is made from language. Students can best understand literary pieces through analyzing their linguistic features and components.

Cultural model enables the learners to understand and appreciate the different cultures and ideologies portrayed in the literary texts. It contributes to the teaching of humanity in many

parts of the world. Tradition of thought, feeling and artistic form are to be perceived by the learners (Beach, Appleman, Fecho, & Simon, 2016).

Meanwhile, the personal growth model helps the learners to achieve an engagement with the reading of literary texts. It encourages the learners to enjoy and love literature beyond the classroom. Personal growth is stimulated by understanding society, culture and individual relationships with people and institutions. The appreciation and evaluation of the complex cultural artifacts also contribute to the personal growth of the learners. The use of themes and topics to depict personal experience motivates the learners to read and helps them to evaluate and distinguish great literature from less successful examples (Kirszner & Mandell, 2014).

The language model exposes the learners to the subtle and varied creative uses of the language. The main point is to help the learners find ways into a text in a methodical way and for themselves. Since literature is made from language, it is thought that language-based approach is suitable as it pays attention to the way language is used (Bibby & McIlroy, 2013).

Literature instruction should accomplish all these purposes. Apparently, it is assumed that many teachers are chiefly concerned with one of these purposes. Of the specific aims of studying literature previously considered, the first that is establishing the reading habit contributes most to that purpose and be made to contribute to the others as well. Yet, the reading habit established in reading fiction has a little motive for efferent reading and the result is a little excitement of the story. Teachers need to work for its breadth and variety of interests to achieve a well-balanced literature instruction considering the various cognitive models (Ghouti & Mohammed, 2014).

In teaching literature, teachers and learners' beliefs about literature, learning, and teaching constitute the foundation of instructional practices. The tasks, learning environment, and classroom discourse are all influenced by the cognitive models they perceived as important. In particular, teachers' beliefs about teaching and students' attitude about learning shape the organization of classroom activities so that learning will take place.

This is basically the reason why this research is conceived. By describing how the students perceive the relevance of the various cognitive models in studying literature, and its relation to their literary competence, the researchers aim to recommend ways to revitalize the teaching of literature to strengthen the respondents' perception on the relevance of cognitive models in studying literature in enhancing their literary competence.
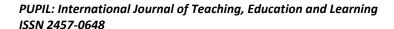
1.1 Theoretical Framework

The study of literature harmonizes the development of the intellectual and emotional attributes of individuals which is important in achieving holistic growth and essential in transforming them into lifelong learners. This academic endeavor enables learners to extend their knowledge of the world through connecting to classical ideas and to widen their understanding of life by means of vicarious encounters. This opportunity for literary exploration empowers learners to communicate effectively with one another as their cognitive, cultural and linguistic knowledge are developed by studying literary works. It also harnesses students' emotional insights enabling them to consider options for themselves and humankind as they recreate the experiences embodied in literary texts. This is the profound reason that the study of literature remains an integral part of the basic education curricula across grade levels in the country. This rationale for studying literature serves as the groundwork of this study on cognitive models and literary competence of junior high school students.

This study is anchored on the Transactional Theory proposed by Rosenblatt (1978). This theory acknowledges the importance of the reader's assumptions of the literary works in constructing or transacting meaning from the texts. This transaction that occurs in reading is illustrated as an active event between the reader and the text which facilitates meaning making and manifested within the response of the reader. Competency in reading literary works is then viewed as the influence of individual's cognition which constitutes his or her experience and stance. Students' cognition on the study of literature is founded on the Cognitive Models which rationalize the relevance or significance of engaging literature study. This rationalized relevance of studying literature by students is the result of their personal engagement in this discipline which enriches their schemata. This is affirmed by the Schema Theory that clarifies that individuals' cognitive structure depends on the link that they construct between concepts and their individual experiences and interests (Barlett as cited by Tompkins, 2002).

The Cognitive Models in studying literature as presented by Carter & Long (1991) exhibits how the study of literature is being viewed. The Cultural Model views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. In this model, the transmission of knowledge and information is emphasized. The Personal Growth model seeks the opportunity for students to relate and respond to the themes and issues by making a connection to their personal lives. Meanwhile, the Language Model seeks a closer

integration between language and literature. Students can improve their language proficiency by using literature as a resource in language learning. Consequently, students' growth in terms of language, emotions and character development are stimulated. The interplay of these models in studying literature is seen as pivotal in strengthening students' literary competence as numerous evidences suggest that students' performance are predicted by the cognitive models they deem important (Matsuda, Cohen, Sewall, Lacerda, & Koedinger, 2007).

Logan & Paterson (1972) described Literary Competence as a catalyst that can develop students' creative potential which permits them as readers to realize and reconstruct the idiosyncratic reality created by the author's manipulation of language. This competence enabling students to discover the literary significance of a text entails the acquisition of specific skills that can help them identify literary procedures, understand ideas explicitly and implicitly stated in the text, generate multiple meanings out of a text, and assess literary merits of a work. This specification of skills is categorized into four dimensions namely literary perception, literary comprehension, literary interpretation, and literary evaluation.

Literary perception is often associated with the recognition of the phonemic, lexical, and syntactic features of the literary text and the description of literary devices that are found within the text (Perrine, 2015) while Literary comprehension capitalizes on comprehending parts of a text that are associated with details such as locating of arguments, determining the main idea, making generalization and conclusion, and other related activities. On the other hand, Literary interpretation focuses on the reader's attempt to explain the possible meaning of a work (Kirszner & Mandell, 2014) while Literary evaluation encourages readers to critically analyze the literary work to assess the significance of its literary merits in conveying message.

Žbogar (2015) affirmed that the dimensions of Literary Competence often associated with reading ability encourages interactive meaning making between the reader and the text. This notion viewed Literary Competence as cognitive and meaning-creating activity that activates reader's receptive and cognitive abilities in deriving constructs out of the text that had been skillfully crafted by the author to recapitulate an experience. The reader's reception of this recapitulated experience enables him or her to imaginatively actualize such experience which can help him or her in establishing aesthetic relationship with the text. This established aesthetic relationship between the reader and the text can help learners to discover new ideas and relations, and express their creative views and generalizations.

The conditions necessary to actualize students' potential in becoming lifelong learners require an engaging literature pedagogy which reflects the emerging needs and demands of the society. This calls for socially meaningful interactions among members of the learning community designed and initiated by teachers. Learning as clarified by Vygotsky's (1978) Socio-cultural Theory is the result of students' experiences that are organized and continuously shaped by the society through negotiation and transformation of concepts as dynamic part of culture gained through meaningful interactions. This literary pedagogy necessitates approaches and methodologies in studying literature that consider students' valued cognitive models. This initiative is believed to revive the importance of the study of literature and make it as a medium to help students develop the skills that can cope with the ever-changing modern technological world.
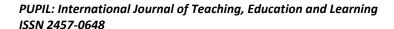
1.2 Purpose of the Study

This study aimed to examine the relationship of the public junior high school students' perception on the relevance of cognitive models in studying literature to their literary competence. These students were enrolled at Tanauan Integrated National High School within the Schools Division of Tanauan City during the School Year 2018-2019. The study also investigated how the students' perception on the relevance of cognitive models in studying literature influence their literary competence. Specifically, this study sought to:

1. Describe the respondents' perception on the relevance of cognitive models in studying literature in terms of cultural, personal growth, and language models;

2. Determine their proficiency level on literary competence along the following dimensions namely perception, comprehension, interpretation, and evaluation; and

3. Examine if there is a significant relationship between the respondents' perception on the relevance of cognitive models in studying literature and their literary competence.

2. Methodology

2.1 Research Design

This study used the descriptive-correlation design of research to determine the relationship of junior high school students' perception on the relevance of cognitive models in studying literature to the development of their literary competence. Fraenkel & Wallen (2006) stated that the goal of descriptive researches is to find out the existing condition of a

phenomenon which can be an object, a place a group of people or an institution. Meanwhile, correlational research is a quantitative method of research which aims to determine if there exists any kind of relationship between two or more variables. According to Creswell (2012), this research design relates two or more variables to see if they influence each other. This design utilizes the correlation statistical test to describe and measure the degree of association between two or more variables. It involves collection of data in order to test hypothesis with the answers to questions concerning the current status of the subject. It describes the nature of the situation as it existed and explored the cause of particular phenomena.

The researchers believed that this design is the most appropriate for the study as it determined the relationship of the respondents' perception on the relevance of cognitive models in studying literature to the development of their literary competence. With the aid of the descriptive nature of the above mentioned research design, quantitative data on the students' perception on the relevance of cognitive models in studying literature were surveyed and paired with literary competence through applying appropriate correlational techniques. This statistical analysis clarified how students' perception on the relevance of cognitive models in studying literature affect their literary competence.
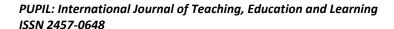
2.2 Respondents of the Study

The respondents of this study were composed of grade ten students of Tanauan Integrated National High School in the Schools Divisions of Tanauan City. These respondents were enrolled during the school year 2018-2019. They were consisted of 251 students who had taken English as one of their academic requirements in their curriculum.

2.3 Population and Sampling Techniques

The respondents of the study were comprised of 251 randomly selected Grade 10 students of Tanauan Integrated National High School, Tanauan City enrolled in the school year 2018-2019. They served as the respondents of this research endeavor.

For validity and reliability of results, sufficient representatives of sample and appropriate sampling technique were adopted. There are 676 Grade 10 students in Tanauan Integrated National High School. The sample of the respondents was determined through the aid of Slovin's formula with five percent (5%) margin of error which came up with a total of 251 respondents.

In order to arrive at a proportional distribution of the sample size, the selection of the respondents were done through simple random sampling. The respondents were grouped according to their section and then the specified number of students underwent a lottery method.

2.4 Research Instrument

A researcher-made questionnaire was used as the main instrument to gather the necessary information needed in the study. It was distributed to the grade ten students. The questionnaire consists item statements that determine how the respondents perceive the relevance of cognitive models in studying literature along with cultural, personal growth, and language models.

The questionnaire was submitted to the adviser for checking and analysis. Afterwards, it was validated by English language teaching experts and the members of the panel of examiners taking into consideration the clarity, balance, appropriateness of the item statements and their application to praxis, relationship to problem, measure of construct, and other related matters. To test its reliability, the researchers conducted pilot testing of the questionnaire to a group of 20 grade 10 students who were not included in the study. Cronbach alpha coefficient was computed to assess the internal consistency of the item statements along the three cognitive models. The computed values of 0.76, 0.85 and 0.90 for the cultural, personal growth, and language models are greater than 0.70 affirming the questionnaire as sufficiently reliable. After establishing the validity and the reliability of the questionnaire, the final version was administered to the target respondents. To facilitate the interpretation of the computed mean, the following mean ranges with their corresponding interpretations were used: 3.26-4.00 Very Relevant, 2.51-3.25 Relevant, 1.76-2.50 Somewhat Relevant, and 1.00-1.75 Not Relevant.

To determine the literary competence of the respondents, the proponent utilized a researcher-made test which has sixty (60) items. In preparing the test, the researchers selected literary works commonly found in grade ten English textbooks to ensure it appropriateness to the grade level. These works were included in the test and considered in preparing a table of specification. The competencies considered in making test items using the identified literary works are congruent with the dimensions of literary competence such as literary perception, comprehension, interpretation, and evaluation. After constructing the test, the preliminary draft of the test was given to researchers' consultant and English language and literature teaching experts for validation. Their suggestions and comments were incorporated in the construction of

the test. Checking and item analysis followed. Those items in need of revision were modified. A test-taker will be given a point for every correct answer.

2.5 Data Gathering Procedure

The researchers prepared a written request asking permission from the school principal of Tanauan Integrated National High School for the conduct of this study among the grade ten students. After the approval, the researchers devised a self-constructed questionnaire and a teacher-made test to get the necessary data needed in the study. The drafts of both research instruments were presented to the adviser for corrections and recommendations. They were validated by three experts in English language teaching and members of the panel of examiners. After validation, the researchers sought permission from the school principal to administer the questionnaire and the test to the target respondents.

The copies of the questionnaire and the test were personally administered by the researchers. They were distributed to the respondents giving them the assurance of confidentiality of the data that would be gathered. The purpose of the study and the instruction in answering the questionnaire and the test were explained carefully to the respondents.

The researchers retrieved the copies of the questionnaire and the test for scoring, analysis, and interpretation. The collected information were tallied, analyzed, and interpreted to come up with the necessary recommendations.

3. Results and Discussion

3.1 Respondents' Perception on Relevance of Cognitive Models

The significant learnings that students gained from studying literary works encompass the development of their cultural awareness, self-esteem, and communicative skills. Within these premises lie the cognitive models in studying literature that are relevant in transforming them to be life-long learners. To understand which model they deemed significant in helping them to be life-long learners, the respondents who were junior high school students were surveyed on their perception on the relevance of cognitive models in studying literature in terms of cultural, personal growth, and language models. The result of this survey are presented in the succeeding tables.

Table 1 shows the respondents' perception on the relevance of cultural model in studying literature. As can be seen in the table, the respondents affirmed the importance of studying
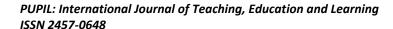
literature in preparing them to be multi-culturally literate as they found that development of critical thinking through examining interrelationships among race, gender, popular culture, media, and literature relevant as well as the discovery of thoughts, feelings, customs, possessions, and perception of other people with varied races as both items gained the mean scores of 3.14 and 3.07 respectively.

Table 1: *Respondents' Perception on the Relevance of Cultural Model in Studying Literature*

Indicators	Mean	SD	Interpretation
1. Development of critical thinking through examining interrelationships among race, gender, popular culture, media, and literature	3.14	0.71	Relevant
2. Orientation to different social and political interests that can aide to fully understand the society	3.05	0.78	Relevant
3. Introduction to a number of ideologies and philosophies such as idealism, pragmatism and the like that can help in defining roles as citizen of the global community	2.87	0.82	Relevant
4. Encouragement to make research on the historical and cultural contexts of a literary piece before interpreting its meaning	2.98	0.72	Relevant
5. Analysis of variation in norms and traditions shown in the literary text	2.88	0.70	Relevant
6. Development of nationalism and pride through exploration of texts written by local writers depicting common life in the community	3.09	0.76	Relevant
7. Discovery of thoughts, feelings, customs, possessions, and perception of other people with varied races.	3.07	0.82	Relevant
8. Acquaintance with preoccupations of the characters, personae, and speakers of the literary pieces which make up the society they depict.	2.97	0.84	Relevant
Overall	**3.01**	**0.48**	**Relevant**

This perceived relevance of literary studies in enabling students to be multi-culturally literate individuals can be attributed to the influence of popular media for cultural exposure and exploration of other ASEAN cultures which is evident as the country faces the regional integration. This notion is supported by the Association of Southeast Asian Nations (2009), which identified the pivotal role of media for the promotion of cultural awareness and understanding of the diversities within the Asia Pacific that initiates member states to facilitate

cultural transmission among young generation through media. Moreover, the tradition of cultural modeling in studying literature appeared to activate students' motivation to be multi-cultural literate as Bobkina & Dominguez (2014) noted the potential of literature in transmitting cultural notions among students.

Another notable results is that the respondents had a high regard for their cultural heritage despite for their aspiration to be multi-culturally literate as they deemed that development of nationalism and pride through exploration of texts written by local writers depicting common life in the community as relevant. Similar findings had been observed in the study conducted by Bañez (2016). He noted that Filipino students highly preferred literary texts mirroring the common life of Filipinos and are written by local writers.

In general, the overall mean of 3.01 revealed that the respondents perceived the cultural model in studying literature as relevant. This notable perception on the relevance of cultural model in studying literature is likely to be influenced by the pedagogical tradition in literary studies which permits cultural modelling. Beach et al. (2016) maintained that cultural transmission served as a core of literary study by bridging aspects of literary interpretation to the multi-cultural texts as cultural representations.

Table 2 illustrates the respondents' perception on the relevance of personal growth model in studying literature. According to the table, the respondents recognized the significance of vicarious experiences gained in studying literary texts in making them better individuals by providing opportunity to manage their feelings and find practical application of the learnings they derived from the text.

This recognition on the importance of vicarious experiences gained through studying literary text is evident on their perception that exercise of emotion by associating feelings to certain character or persona who shares similar challenges, exposure to universal struggles that can help one to adjust to life challenges to become better individual, and reflection on theme and lesson gleaned from the literary text and their application in real life as relevant in studying literature as exposed by their respective mean scores of 3.13, 3.19 and 3.06. The perceived relevance of these vicarious experience-initiated practices in studying literature to students' lives can be traced to their tradition of helping students to produce personal connection with the literary text being studied. Chambers & Gregory as discussed by Bañez (2016) described the linkage that literature provide to students as existential connection which is a manifestation of

terms and conditions of human existence. The universality of these terms and conditions enable students to understand their lives as reflections of other lives that is favorable in providing concrete connection between the students and the literary texts. This strong connection according to Van (2009) can be reinforced through the provision of literary texts that are accessible to the schemata and background knowledge of the students.

Table 2: *Respondents' Perception on the Relevance of Personal Growth Model in Studying Literature*

Indicators	Mean	SD	Interpretation
1. Exercise of emotion by associating feelings to certain character or persona who shares similar challenges	3.13	0.73	Relevant
2. Exposure to universal struggles that can help one to adjust to life challenges to become better individual	3.19	0.72	Relevant
3. Introduction to difficult conflicts and practical resolutions that can serve as guide in solving personal problems	3.00	0.75	Relevant
4. Provision of opportunity to express personal opinion and reaction on thought-provoking situations depicted in a literary piece	2.94	0.77	Relevant
5. Association of personal experiences to the literary text	2.93	0.86	Relevant
6. Reflection on theme and lesson gleaned from the literary text and their application in real life	3.06	0.74	Relevant
7. Expression of sympathy to certain character in the literary text by soliciting emotional response	2.92	0.77	Relevant
8. Synthesis of beliefs from the ideologies extracted from the text	2.77	0.83	Relevant
Overall	**2.99**	**0.51**	**Relevant**

To sum up, the overall mean of 2.99 suggests that the respondents perceived the personal growth model as relevant to the study of literature as it enables students to fully understand their lives by exposing them to fundamental human issues through vicarious experiences. This result is affirmed by Beach et al. (2016) by stressing that the study of literature benefits students' growth and development by exposing students to challenges of human existence through vicarious experience making it as a valuable authentic material.

Table 3 depicts the respondents' perception on the relevance of language model in studying literature. As depicted in the table, the respondents acknowledge the importance of studying literature in developing both receptive and productive communication skills as they find
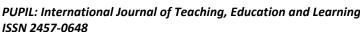
development of interpretive and inferencing skills by examining relationships between forms and meanings, and improvement of speaking and writing skills while responding to the text read as relevant as indicated by their mean scores of 3.24 and 3.20. The role of studying literature in developing receptive skills such as inferencing and interpreting skills lies on the rigor training that they gained in understanding literary works which is primarily reading. This contention is supported by Beach et al. (2016) by emphasizing that studying literature enables students to become proficient readers.

Table 3: *Respondents' Perception on the Relevance of Language Model in Studying Literature*

Indicators	Mean	SD	Interpretation
1. Development of interpretive and inferencing skills by examining relationships between forms and meanings	3.24	0.75	Relevant
2. Awareness of language use appropriate to given situations	3.21	0.68	Relevant
3. Improvement of speaking and writing skills while responding to the text read	3.20	0.77	Relevant
4. Development of fluency in English language through exposure to meaningful and memorable situations for interpreting spoken and written English	3.16	0.80	Relevant
5. Sensitivity to literary styles by clarifying the author's intended purposes of deviating his/her work from widely-accepted word, phrase, and sentence structures	2.99	0.80	Relevant
6. Unlocking unfamiliar words found in the reading selection through context clues, syntactic analyses, and word associations to widen vocabulary	3.08	0.74	Relevant
7. Construction of sentences in various ways by using the text in the discussed literary piece as model for poetical or literary diction	3.00	0.81	Relevant
8. Familiarity with many different language uses, forms, and conventions of prose and poetry	3.10	0.77	Relevant
Overall	**3.12**	**0.48**	**Relevant**

Another notable results is that the respondents deemed that studying literature is relevant in acquiring skills relative to pragmatics which is the increased awareness on language usage appropriate in given context as revealed by the mean score of 3.21. This awareness on the appropriateness of language usage in various contexts had been harnessed by their engagement

in numerous mental processes whenever they analyze literary text. This engagement enables them to be familiarized with the numerous functions of language making them aware of the appropriateness of its usage. Beach et al. (2016) maintained that studying literature can help students to acquire thinking practices and tools that can help them understand the forms, functions and meanings of language commonly used in literary texts.

In general, the mean score of 3.12 implies that the respondents perceived the language model relevant in studying literature. Durant as cited by Bañez (2016) affirmed this result by discussing that language oriented literature pedagogy can help promote a wide range of language skills. Similarly, Pace (2017) described the study of literature as a tool in promoting mastery of language when used in authentic context.

Table 4 provides the summary of the respondents' perception on the relevance of cognitive models in studying literature.

Table 4: *Summary of Respondents' Perception on the Relevance of Cognitive Models in Studying Literature*

Cognitive Models	Mean	SD	Interpretation
Cultural Model	3.01	0.48	Relevant
Personal Growth Model	2.99	0.51	Relevant
Language Model	3.12	0.48	Relevant
Overall	**3.04**	**0.49**	**Relevant**

The overall mean of 3.04 indicates that the cultural, personal growth, and language models are relevant in studying literature as it develops students' cultural awareness, personality and language competency. Similarly, Al-Khader (2010) noted that studying literature can hone students' personality development and cultural adaptation.

3.2 Respondents' Proficiency Level on Literary Competence

To determine the respondents' proficiency level on literary competence, a test measuring their level of proficiency along the dimensions of literary competence namely: perception, comprehension, interpretation, and evaluation was administered among them. The results of the administered test are presented in the succeeding tables.

Table 5 illustrates the respondents' literary competence as to literary perception when grouped as to their proficiency levels. The data show that out of 251 respondents, 4 or 1.59% had

Proficient level of literary perception, 58 or 23.11% had Approaching Proficiency level, 140 or 55.78% had Developing level and 49 or 119.52% had Beginning level.

It should be noted that the majority of the respondents had Developing Proficiency level of literary perception. This minimal proficiency level on literary perception lies on the nature of this competence which is centered on distinguishing literary conventions and devices which commonly despise students in studying literature.

Table 5: *Distribution of Respondents' Proficiency Level as to Literary Perception*

Score	Frequency	Percentage	Proficiency
13-15	0	0.00%	Advanced
10-12	4	1.59%	Proficient
7-9	58	23.11%	Approaching Proficiency
4-6	140	55.78%	Developing
0-3	49	19.52%	Beginning
Total	**251**	**100.00%**	

Commonly termed as the technicalities of literature, distinguishing literary conventions and devices often challenges students as they are required to recall a great number of literary elements whenever dealing with a particular genre especially poetry. Beach et al. (2016) confirmed this observation by clarifying that students' struggles in analyzing literary genre especially poetry can be traced to their limited experience and knowledge of literary conventions and devices. Milner & Milner as discussed by Bañez (2016) concluded that limited knowledge on literary conventions and devices can develop negative biases among students in studying literature that can turn them into literature resisting students.

Table 6 depicts the respondents' literary competence as to literary comprehension when grouped as to their proficiency levels. The data illustrate that out of 251 respondents, 30 or 11.95% had Approaching Proficiency level of literary comprehension, 131 or 52.19% had Developing level and 90 or 35.86% had Beginning level.

It is notable that majority of the students had Developing level of literary comprehension. This result implies students' limited mastery of reading-related skills that can lead to poor comprehension of literary texts. This result is supported by Devine & Payan (2006) and Nava, Pado, & Diaz (2017) who described Filipino students as struggling readers and often perform

lower than what is expected from their age and grade level. Likewise, Gestanti, Nimasari and Mufanti (2019) noted that low competency in English language-related macro skills such as reading can adversely affect students' performance. Protacio and Sarroub (2013) attributed this poor performance of Filipino readers to limited learning resources and unmanaged curriculum foci.

Table 6: *Distribution of Respondents' Proficiency Level as to Literary Comprehension*

Score	Frequency	Percentage	Proficiency
13-15	0	0.00%	Advanced
10-12	0	0.00%	Proficient
7-9	30	11.95%	Approaching Proficiency
4-6	131	52.19%	Developing
0-3	90	35.86%	Beginning
Total	**251**	**100.00%**	

Table 7 provides the respondents' literary competence as to literary interpretation when grouped as to their proficiency levels. The data show that out of 251 respondents, 15 or 5.98% had Approaching Proficiency level of literary interpretation, 118 or 47.01% had Developing level and 118 or 47.01% had Beginning level.

It is worthy to note that equal number of students had Beginning to Developing proficiency levels on literary interpretation which comprised the majority of the respondents. This result implies students' difficulty and inability to interpret literary text as this ability challenges students to make mental associations of the symbols found in the literary texts that require a higher level of reasoning.

Table 7: *Distribution of Respondents' Proficiency Level as to Literary Interpretation*

Score	Frequency	Percentage	Proficiency
13-15	0	0.00%	Advanced
10-12	0	0.00%	Proficient
7-9	15	5.98%	Approaching Proficiency
4-6	118	47.01%	Developing

0-3	118	47.01%	Beginning
Total	**251**	**100.00%**	

Appleman (2014) supported this notion by emphasizing that interpreting literary text requires higher level of thinking in making transactions with the text and entails rereading of the same text a number of times to understand its possible meaning.

Table 8 shows the respondents' literary competence as to literary evaluation when grouped as to their proficiency levels. The data reveal that out of 251 respondents, 1 or 0.40% had Proficient level of literary evaluation, 25 or 9.96% had Approaching Proficiency level, 129 or 51.39% had Developing level and 96 or 38.25% had Beginning level.

Table 8: *Distribution of Respondents' Proficiency Level as to Literary Evaluation*

Score	Frequency	Percentage	Proficiency
13-15	0	0.00%	Advanced
10-12	1	0.40%	Proficient
7-9	25	9.96%	Approaching Proficiency
4-6	129	51.39%	Developing
0-3	96	38.25%	Beginning
Total	**251**	**100.00%**	

It is notable that majority of the respondents had Developing proficiency level of literary evaluation. This result can be attributed to the complexity of this dimension of literary competence that entails students for in-depth analysis of the text prior to making judgement which requires them to synthesize the information derived from the text. This result is affirmed by Moreillon (2007) who claimed that synthesizing requires higher level of thinking for readers to make judgement of the information derived from a text. Moreover, similar result had been found in Rojo's (2014) study reporting that junior high school students scored below five out of ten items testing their evaluative level of comprehension.

3.3 Relationship between the Respondents' Perception on the Relevance of Cognitive Models in Studying Literature and their Literary Competence

To determine if significant relationship between the respondents perception on the relevance of cognitive models in studying literature and their literary competence, the two

variables were correlated using appropriate statistical measure. The results are presented in the following table.

Table 9 illustrates the relationship between the respondents' perception on the relevance of cognitive models in studying literature and their literary competence. As illustrated, there is no significant relationship between respondents' perception on the relevance of cognitive models in studying literature and their literary competence.

Table 9: *Relationship between the Respondents' Perception on the Relevance of Cognitive Models in Studying Literature and their Literary Competence*

Literary Competence	Cognitive Models					
	Cultural Model		Personal Growth Model		Language Model	
	r	Sig.	r	Sig.	r	Sig.
Literary Perception	0.026	0.685	-0.024	0.706	0.063	0.324
Literary Comprehension	0.016	0.798	0.021	0.746	0.030	0.641
Literary Interpretation	0.090	0.153	0.076	0.232	0.083	0.191
Literary Evaluation	0.010	0.871	0.051	0.419	0.075	0.237

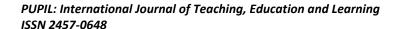*Legend: ** Correlation is significant at the 0.01 level (2-tailed).*
* Correlation is significant at the 0.05 level (2-tailed).

The computed r-values reveal the absence of correlation as also indicated by the p-values that are more than the 0.05 alpha level; hence, the researchers failed to reject the null hypothesis. This suggests that there no significant relationship between the variables tested. This implies that the respondents' perception on the relevance of cognitive models in studying literature does not affect their literary competence nor vice versa. This result is supported by Finsrud (2017) noting that students who had evaluated the study of literature to be important in developing their language skills, honing their personality, and increasing their cultural awareness performed poorly in literature test for they were frequently exposed to texts which are not identical to those in textbooks nor passages commonly found in literary test.

4. Conclusion and Recommendation

A successful literature instruction primarily depends on students' engagement on learning tasks designed by teachers in achieving learning outcomes. This desirable engagement on learning tasks by students can be influenced by their understanding of the relevance of the

subject matter learned to their lives. However, this acquaintance on the relevance of topics studied in the classroom to learners' lives seems to minimally impact the acquisition of fluency on relative competencies as this study revealed that the respondents' perception on the relevance of cognitive models in studying literature did not influence their literary competence nor vice versa as they exhibited Beginning to Developing proficiency levels of literary competence in terms of literary perception, comprehension, interpretation, and evaluation despite their favorable perception on the relevance of cognitive models in studying literature. This incongruence implies the need for the students to master the prerequisite skills in acquiring literary competence especially reading skills to bridge the observed gap between what they deemed as relevant to what they can perform.

In consonance with the mentioned results, the English language subject coordinator may collaborate with the English language teachers in devising activities related to understanding literary conventions and devices to be incorporated to the co-curricular and extra-curricular activities in school to provide scaffold to students despising literary conventions and devices. Reading intervention program may be developed and implemented through the leadership of the Education Program Supervisor assigned on English language teaching to remediate the fundamental reading skills of low performing students on the literary competence test. Strategic Intervention Materials focusing on enhancing students' literary evaluation may also be developed and implemented to help students to be proficient in making judgement of the literary texts they read that can increase their appreciation for reading literature. The Head of the English language subject may also team up with various student organizations in school to spearhead activities and programs that can provide avenue for the students to hone their literary competence such as spoken poetry competitions, school theater presentations, and other similar activities and programs. Since this research is limited on students' perception and performance on test, future researchers may conduct similar studies to further explore the nature of cognitive models and literary competence.

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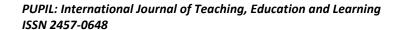
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