Research Article

Communicative Language Teaching in Selected Students: Basis for Proposed Use of Task Based Learning Approach in Developing Speaking Skills

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ABSTRACT

This study employed communicative language education to assist a subset of a public school in Tondo, Manila, Philippines, especially the Junior High School Grade 7 students, in improving their English-speaking abilities. The researchers used the Direct Teaching Method to conduct a teaching and learning process (Pre-test). The students were then given a speaking test. Following the pre-test, the researchers started the teaching-learning process by teaching Communicative Language. After two months of using the communicative language education strategy, the researcher repeated the speaking test (post-test). Compiling the data and calculating the speaking test scores. The following statistical instruments were applied to the data collected for analysis and interpretation: t-Test: Two-Sample Assuming Equal Variances, Weighted Mean, Frequency and Percent Distribution, Standard Deviation, One-Way ANOVA [Single Factor], and the findings of the pre-test and post-test show a considerable improvement in the selected students' speaking ability. Task-based learning is excellent for cultivating language ability because it allows students to participate in natural conversation. The task-based approach gives learners a natural setting in which to utilize language. There are several opportunities for interaction while students try to finish an assignment. Such engagement is said to help with language development since it forces students to converse with one another and articulate their meaning.

Keywords: *Communicative language teaching, Developing speaking skills, Education, English task-based approach, Philippines, Speaking*

Introduction

Despite its use in society, speaking has been noted as a difficult skill to master. People interact with others every day, wherever they are. But some students have difficulties interacting, such as unable to communicate their views, arguments, or feelings. This might be due to a lack of practice, motivation, communicative skills, and self-confidence.

Students must develop proficiency in English which students find difficult to do. Though these four skills are equally important, speaking becomes the most crucial communication ally. Communicating appears to be a fundamental quality that a student needs enhance in order to participate in a debate or conversation, according to O'Malley and Pierce (1996), as reported by Elsara, 2019.

To develop students' speaking proficiency, practice is essential for a successful performance, especially in public speaking, according to the study by Amin (2004) as cited by Rahman 2021. To provide an effective speech, students must learn who they are speaking to, where they are from, and what they are talking about. To address these problems, Richards and Rodgers (2001), as cited by Dos Santos, 2020, assert that the Task - based language Teaching technique can assist students in improving their speaking talents. It encourages students to engage in activities since it is usually accompanied by illustrations or imagined events. Students become the main players in such events, which allows them to acquire a sincere passion in the English language and explore it for fun. Furthermore, as mentioned by Tuan (2017), Communicative language learning (CLT) can improve communicative competence, which includes grammar, semantic, conversation, and strategic competence.

Hence, aside from producing the language, they acquire knowledge about correct grammatical construction, the language appropriate in certain social situations, the manner of interacting with others, and the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a specific word; thus, he will plan to either paraphrase or transfer, appeal for assistance, mime, and avoidance.

Students at Dr. Juan G. Nolasco High School in Manila, Philippines, especially in the seventh grade, find it challenging to verbally interact with their feelings and thoughts. Furthermore, they remain quiet and reserved around other people. Moreover, they collaborate with terminology. The schoolchildren would much rather communicate in their native language than in English. They cannot form simple English words, avoid conversing with individuals who understand the dialect and forgo participating in recitation. The importance of the communicative approach led the researcher to employ it to develop the selected students' speaking skills.

Objectives of the Study

1. Determine the students' speaking proficiency level in terms of the pre-test and post-test results;
2. see the difference between direct teaching of speaking and communicative language teaching; and
3. identify the activities that can enhance the students' speaking and determine the approach that may be proposed to enhance the speaking proficiency of selected students.

Methods

Research Design

The researchers use the experimental type of research (Pre-test-Post-test Single Group Design), where participants are observed during the experimental modification and then studied. Before the treatment, the 100 selected Grade 7 students were examined using a questionnaire checklist, lesson plans, and pre-and post-speaking tests to measure the speaking proficiency of the informants.

Locale of the Study

This research was administered at Dr. Juan G. Nolasco High Institution, a government primary education school in Tondo, Manila, focusing on secondary learners in grades 7 through 10. It was founded in 1966 and dedicated after former Mayor Nolasco. It has 1,043 students in Grade 7, 905 in Grade 8, 906 in Grade 9, and 800 in Grade 10.

Respondents and Sampling Procedure

The study's participants were 100 selected Grade 7 students from sections 1, 2, and 3 of Dr. Juan G. Nolasco High School. Proportionate sampling was used in this study. The primary respondents were Grade 7 students selected from sections 1, 2, and 3 at Dr. Juan G. Nolasco High School. The students were chosen for a two-month study.

Research Instrument

The investigators employed a self-made questionnaire to gather the respondents' profiles, such as age, gender, and the language spoken at home. The researcher conducted a teaching-learning process using Direct Teaching Method (Pre-test). Then she gave a speaking test to the learners. The researcher gave the students' scores and stored them for later computation and analysis. And comparison with the scores of the students in the post-test speaking examination. Following the pre-test, the investigators began teaching using communicative language instruction. The investigators repeated the speaking test after a month using the task-based teaching strategy (post-test). Following that, the investigators gathered data and analyzed the results of the spoken pre-and post-tests.

Statistical Treatment of Data

Weighted Mean was used to get the average on the level of speaking proficiency of selected students in the pre-test (Direct Teaching Method) and post-test (Communicative Language Teaching Approach). The evaluation of the speaking skills utilized was based on the five-point Likert's scale where: 5 - Excellent, 4 - Very Good, 3 - Fairly Satisfactory, 2 - Satisfactory, and 1 – Poor; the Likert scale was used to interpret the level of the speaking proficiency of selected students in the pre-test (Direct Teaching Method) and post-test (Communicative Language Teaching Approach). Frequency and Percent Distribution were used to describe the respondents' information regarding age, gender, and language spoken at home. The proportion and frequency were used to calculate the dispersion of the distribution of the data. The average deviation between every point of data and the median is calculated. The ANOVA was performed to see if there was a significant difference in the criteria for the vital language attributes: precision, flexibility, grammar, and vocabulary. The T-Test: Variation Assumption Equivalent Deviations [two-tailed] was used to discriminate between explicit and communicative language education based on speaking ability.

Results and Discussion

Respondents' Profile

Ages of the Responden

Age	Frequency	Percent
12 – 14	100	100.0
15 – 17	0	0.0
Total	**100**	**100.0**

Respondens' Gender

Gender	Frequency	Percent
Male	43	43.0
Female	57	57.0
Total	**100**	**100.0**

Respondents' Language Spoken at Home

Language Spoken at Home	Frequency	Percent
Tagalog	100	100.0
English	0.0	0.0
Other	0.0	0.0
Total	**100**	**100.0**

All of the informants were ages twelve and 14. They are generally women who speak Filipino at home. Gender influences speaking ability significantly, and the figure below reveals the most preferred Grade 7 female replies. Females are more friendly, which introduces them to even more people and allows them to participate in more conversational contexts. According to specialized studies, key informants have widely differing levels of communication anxiety. This idea implies that the communication talents of male and female students may differ significantly (Rafeka et al., 2014, as cited by De Vera, 2018).

Students Speaking Proficiency Level
Level of Speaking Proficiency of Selected Students in Pre-test
(Direct Teaching Method)

Particular	Mean	Standard Deviation	Remark
Accuracy	2.57	0.64	Satisfactory
Fluency	2.80	0.79	Satisfactory
Grammar and Vocabulary	2.67	0.89	Satisfactory
Overall	**2.68**	**0.62**	**Satisfactory**

Level of Speaking Proficiency of Selected Students in Post-test
(Communicative Language Teaching Approach)

Particular	Mean	Standard Deviation	Remark
Accuracy	4.58	1.16	Excellent
Fluency	4.41	1.19	Excellent
Grammar and Vocabulary	4.23	1.29	Excellent
Overall	**4.41**	**1.16**	Excellent

The level of speaking proficiency of selected students in the pre-test (Direct Teaching Method): fluency got the highest mean and standard deviation of 2.80, 0.79. The selected Grade 7 students have not yet developed their speaking skills. The level of speaking proficiency of students chosen in the post-test (Communicative Language Teaching Approach): accuracy obtained the highest mean and standard deviation of 4.58, 1.16.

The speaking proficiency level of the respondents in the direct teaching method is satisfactory. Their proficiency in communicative language teaching is excellent. According to Lucia, 2017, speaking is used to interact or communicate with others. It entails utilizing words to convey other person's opinions. Interaction is two-way communication that consists of language and body language to keep the listener engaged in what speakers are saying and to check that they understand the meaning of the speech. People also speak with fluency and accuracy. Based on this table, it says that after utilizing Communicative Language Teaching, the selected students improved the accuracy and fluency of their speaking significantly.

Direct versus Communicative Teaching
Difference between Direct Teaching of speaking and Communicative Language teaching based on the level of speaking proficiency

Method	Mean	Variance	t Stat	T critical (two-tailed)	*p*-value	Remarks
Direct Teaching	8.06	3.47	20.87	1.97	.000	Significant
Communicative Language	12.92	1.95				

The result of the t-Test: Two-Sample Assuming Equal Variances to determine if there is a significant difference between direct teaching of speaking and communicative language

teaching based on the level of speaking proficiency. There is a considerable disparity in verbal skills between both that which was before (Traditional Lecture) and post-test (Forthright Conversational Fluency Strategy), having t-Stat (20.87) being bigger than t crucial (1.97). The difference is significant statistically since the p-value (.000) is smaller than the anticipated significance threshold of .05. Kameradi (2011), as cited in K to 12 Basic Education Curriculum 2016) points out, group work and communicative activities provide opportunities and encourage students to communicate. Biggs (2000) and Webb (2010), as cited in K to 12 Basic Education Coursework 2016, noticed that group work or peer interaction provides motivational and social benefits by letting the learners to communicate effectively, increase self-awareness, and provide opportunities for forming relationships. However, these activities must be organized by the teacher because they do not spontaneously serve to make the teaching strategy a factor in positively affect oral proficiency of the learners.

The experiment shows that communicative language teaching is a practical approach to developing the students' speaking skills in English. The participants' speaking competence degree in the direct learning technique is good. Their knowledge of communicative language instruction is exceptional. The natural teaching style, due to its being teacher-centered, does not give enough opportunity for students to enhance their speaking talents. Meanwhile, with communicative teaching, there is a lot of contact between the teacher and the students, as well as between students.

There is no significant difference among the speaking abilities: accuracy, fluency and grammar, and vocabulary. Different communicative activities, such as conversations, role-playing, and debates, help students develop fluency in speaking and express their ideas, opinions, or feelings without hesitation.

When implementing interactive activities in the classroom, there should be a differentiation between fluency and correctness—proficiency in human language usage that happens when speakers join in a debate with little communicative ability. The establishment of confirmed instances of grammatical structures is crucial to accuracy (Jeyasala, 2014, as cited by Bawawa, 2021).

English Speaking Activities
The following are some proposed activities to enhance the speaking proficiency of the students and their corresponding objectives:

English Speaking Activity	Objectives
WH-Questions	1. Construct wh-questions correctly; 2. Formulate content questions based on the ideas expressed; 3. Ask precise and appropriate questions on an issue; and 4. Pose thoughtful, difficult, and thought-provoking questions.
Express One's Beliefs/Convictions Based on a Material Viewed	1. Distinguish between belief and conviction; 2. Practice expressing your beliefs/convictions using acceptable language; 3. Communicate beliefs/convictions based on culture and experience; and 4. Express one's beliefs/convictions about the content seen.
Recognizing My Strength (The Good Prince Bantugan)	1. Infer ideas and feelings from the material you listened to; 2. Use previous knowledge and expertise to better grasp a text; 3. Tell important facts about a choice; and 4. Explain how tradition, geography, environment, and other variables may impact a choice.

Conclusion

When teachers focus more on communication requiring students to ask questions and give responses, clarify issues and state opinions, or justify a stand, students become proficient in speaking. The direct teaching method does not provide enough opportunity for the students to develop their speaking skills since this is teacher-centered. Meanwhile, in the communicative way of teaching, there is much interaction between teacher and students, and students and fellow students. Improving speaking skills requires accuracy, fluency, grammar, and vocabulary. All these four aspects of language are developed when students are allowed to speak often through conducting different activities when they notice how others express similar meanings, when they use language purposefully and cooperatively, and when they participate in a complete interaction, not just one-off sentences—all these help in developing confidence that they can achieve their communicative goals.

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