

# Effectiveness of Blended Learning Approach to The Performance of The Senior High School Students in Oral Communication

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**Abstract** This study aimed to determine the Effectiveness of Blended Learning Approach to the Performance of the Senior High School students in Oral Communication Quarter for SY 2021-2022. The findings of the study served as bases for the proposed Intervention plan. The findings were the bases for a proposed improvement plan. This study use the quasi-experimental method of research to determine the effectiveness of blended learning modality to the performance of the Senior High School students in Oral Communication. The results will be the basis for an intervention Plan. The researcher will utilize Universal Sampling in identifying the respondents of the study. the test of difference between the scores in the pretest and posttest of senior high school students in Oral Communication before and after the integration of blending learning approach during the teaching and learning process or in the delivery of the different most essential learning competencies in aforementioned subject. Based on the results shown in table 3, there was a positive effect or impact brought about of the different blended learning approaches such as utilization of video lessons based on the least learned competencies in English, delivery of the skills using facebook, messenger, google meet or zoom and most specially the real time talk or engagement between the teacher and the senior high school students in teaching Oral Communication. Based from the results shown in table 3, there was a big difference on the computed t value which is equal to 1.982 from the critical t value which is equal to 0.718 from the posttest value of 30.29 and the pretest value of 24.27 which is resulted to the rejection of the hypothesis which state that there is no significant difference between the pretest and posttest performance of the senior high school students in Oral Communication before and after the integration of the blended learning approach..

The result implied that the utilization of the different learning platforms by the teachers such as using of printed learning approach and considered as the very common among other modalities being used in this time of pandemic, the use of video lessons in which teachers were able to craft videos based from the most essential learning competencies and let the students view them and interact based on the time allotted to them, the use of virtual learning modality in which the teacher and students interact in a real time mode. Those few approaches are considered as blended learning

approach. Having been said that, it really helps the senior high students to increase their performances from the pretest and posttest.

***Keywords — Effectiveness, Blended Learning Approach, Senior High School Students, Oral Communication***

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## I. Introduction

English is one of the subjects where students have difficulties in relating it to real life. For many students, it is a subject where they simply memorize concepts and formulas without really understanding its applications.

The Philippines had also done the same thing but since we need to adapt with the current situation and education should not be stopped the Department of Education came up with a new way of learning which is the Blended Learning Approach, since there are a lot of options to choose from ( Modular Learning, Online Learning ..etc) “Blended Learning” was the right word to put it. From time to time the teachers also make sure to visit the learners in their respective homes (following Covid-19 safety protocols) also online communication through video calls are implemented.

The introduction of blended learning (combination of face-to-face and online teaching and learning) initiatives is part of these innovations but its uptake, especially in the developing world faces challenges for it to be an effective innovation in teaching and learning. Blended learning effectiveness has quite a number of underlying factors that pose challenges. One big challenge is about how users can successfully use the technology and ensuring participants’ commitment given the individual learner characteristics and encounters with technology (Hofmann, 2014).

Ormoc City Division, particularly in Linao National High School is implementing the modular distance learning modality with the integration of Video Lessons as supplemental materials in the delivery of the most essential learning competencies in English subject. On this time of pandemic, the school still embracing the printed modular distance learning because only some of the students have the access using internet on the different learning materials sent by the teachers. As a result, teachers do home visitation especially to students who cannot view the video lesson and for those students who are struggling in terms of understanding the lesson in English, thus teachers should double their effort in delivering the most essential learning competencies just to improve the skills of the students.

Despite the fact that different researchers have looked into the factors that affect student satisfaction, only few of the studies have looked into the effect of course design, instructor quality, prompt feedback, and students' expectations on students' satisfaction with distance learning during the Covid-19 pandemic period.

The researcher really motivated to conduct this study because there are Learners that are lack literacy skills particularly vocabulary, spelling and comprehension which is probably the main reason why they cannot understand the explanations in the modules. Learners have low scores in the assessment part of the modules or activity sheets. During home visitation, when learners are asked to recall the previous lesson, they cannot answer. Lessons are not retained in their mind maybe because they don't understand the concept presented in the module.

This study aimed to determine the Effectiveness of Blended Learning Approach to the Performance of the Senior High School students in Oral Communication Quarter for SY 2021-2022. The findings of the study served as bases for the proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the pretest performance of the Senior High School students in Oral Communication before the integration of blended learning approach?
2. What is the posttest performance of the Senior High School students in Oral Communication after the integration of blended learning modality?
3. Is there a significant difference on the pretest and posttest performance of the Senior High School students in Oral Communication before and after the integration blended learning approach?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

Ho1.: There is no significant difference on the pretest and posttest performance of the Senior High School students in Oral Communication before and after the integration blended learning approach.

## II. Methodology

**Design.** This study used the quasi-experimental method of research to determine the effectiveness of blended learning modality to the performance of the Senior High School students in Oral Communication. The results were the basis for an intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Linao National High School, in Linao Ormoc City, Leyte is the main locale of the study. The Senior High School particularly the Grade 11 which is composed of 75 total number of students are the main respondents of the study and the data based on the test scores performances such as pretest and posttest before and after the utilization of the different learning modalities such as utilization of the Learners Activity Sheets and or Self-Learning Modules and considered as printed learning approach as well as off line and online learning approach. This research is mainly focused to gather data on: The pretest performance of the Senior High School Students particularly on the Grade 11

as well as the posttest performance before and after utilization of the different interventions; another focus also is to identify the significant difference of the Senior High School performances; Proposed Intervention Plan was crafted based on the findings of the study.

**Sampling.** There are 75 total number of learners who are included in the study and the primary means of reaching them is through Facebook account, messenger through direct messages, using of cell phones, and conducted limited face to face.

**Research Procedure.** The researcher asked permission from the Schools Division Superintendent as well as to the Public School District Supervisor (PSDS) to conduct a research study in the school.

The researcher immediately conducted an orientation to the teachers who will conduct the test. The research instrument was administered to the identified respondents. Then the researcher integrated the following instructional materials to deliver the most essential learning competencies such as the Self learning Modules ,Learners Activity Sheets as well as the video lessons from the DepEd Commons and the validated video lessons from the learning resource section of the Schools Division of Ormoc City together with the Learners Activity and Sheets and Self-Learning Modules depending on the availability of the Learning materials.

After conducting the pretest, the researcher immediately starts the 30-day activities by giving the video lessons, Self- Learning Modules and or Learners Activity Sheets which particularly focus on the competencies which considered the least learned competencies to the identified participants. Then the posttest followed, then gathered and tabulated for specific statistical treatment in order to determine whether the said hypothesis will be rejected based on the 0.5 level of significance.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Office, Public Schools District Supervisor, School principal. Orientation of the respondents both the learners and the teachers were done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to the conduct of the study.

**Treatment of Data.** The Effectiveness of blended learning approach to the performance of the Senior High School students which was treated through a weighted mean and T-Test of Mean Difference.

### III. Results and Discussion

TABLE 1  
 PRE-TEST PERFORMANCE OF SHS STUDENTS IN ORAL COMMUNICATION

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	18	26
25-32	Very Good	19	27
17-24	Good	17	24
9-16	Fair	12	17
1-8	Poor	4	6
Total		70	100
<b>Weighted Mean</b>		<b>24.27</b>	<b>Good</b>

The table 1 above shows the pretest performance of the Senior High School students in Oral Communication before the integration of the blended learning approach for the second grading. Prior to the giving of the pretest and validate the learning of the students, the researcher knew for the fact that the senior high students purely received the self-learning modules as well as the contextualized Learners activity sheets as well as the budget of lessons in learning the different skills in Oral Communication delivered by the teachers using the modular learning approach or the so called the Printed Learning Approach. Based from the results in table 1 shows the results of the pretest performance gained by the 70 senior high school students being tested. Among the total number of students being tested, majority of them are belong to very good level of performance having the highest percentage of learners which is equal to 19 total number of respondents or 27 percent from the class limit which is equal to 25-32. Secondly, on the score ranging from 33-40, there were 18 total number of senior high students or 26 percent which is considered as excellent level of performances. On the other hand, on the good level of performance, there were 17 total number of senior high students or 24 percent having the score ranging from 17-24 while on the fair level of performance having the score ranging from 9-16, there were 12 total number of learners or 17 percent. Lastly, on the poor level of performance from the score ranging from 1-8, there were only 4 senior high school students or 6 percent out of the 70-total number of respondents being tested.

Based on the result on table 1 which focuses on the pretest performance of the senior high school students before the integration of the blended learning approach. The result implied that even though the senior high school students doesn't even introduced or experienced the intervention properly which supposedly given by the teachers, they were already gained very good level of performances maybe because they are really exposed on the different medium of learning sources in which they interact everyday considering the fact that they are already considered as

independent learners. They know already what is best for them in order to learn the skills or the different learning competencies. Secondly, due to the use of purely printed modules in delivering the lessons for the past 2 academic years already, they were not that motivated to learn the skills so they find other ways and means to supplement their needs to learn the subjects. Furthermore, in order to cater also the needs of the remaining of the students who were belong to the poor level of performance, they need to experience another learning modality to improve their learning performances.

**Table 2**  
**POST TEST PERFORMANCE OF SHS STUDENTS IN ORAL COMMUNICATION**

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	37	53
25-32	Very Good	15	21
17-24	Good	7	10
9-16	Fair	11	16
1-8	Poor	0	0
Total		70	100
<b>Weighted Mean</b>		<b>30.29</b>	<b>Very Good</b>

The table 2 above shows the posttest performance of the Senior High School students in Oral Communication after the integration of the blended learning approach such as using of video lessons based on the different most essential learning competencies, utilizing the tablet, laptops, PCs, through virtual medium of instruction by using different learning only platforms for the second grading. Prior to the giving of the posttest examination, the teacher-researcher are giving or delivering the different identified learning competencies through the different learning modalities being mentioned for the 4-week period of time. After giving of the interventions for the specific period of time for the second grading, the researcher conducted validation regarding the learning of the senior high school students, the researcher knew for the fact that the senior high students after receiving the different learning modalities such as giving of self-learning modules as well as the contextualized Learners activity sheets as well as the budget of lessons in learning the different skills in Oral Communication delivered by the teachers using the modular learning approach or the so called the Printed Learning Approach, giving of video lessons based on the least learned competencies, online format- real time engagement between the teachers and students. Based from the results in table 2 shows the results of the posttest performances gained by the 70 senior high school students being tested. Among the total number of students being tested, majority of them are belong to excellent level of performance having the highest percentage of learners which is equal to 37 total number of respondents or 53 percent from the class limit which is equal to 33-40. Secondly, on the score ranging from 25-32, there were 15 total number



of senior high students or 21 percent which is belong to the very good level of performances. On the other hand, on the good level of performance, there were 7 total number of senior high students or 10 percent having the score ranging from 17-24 while on the fair level of performance having the score ranging from 9-16, there were 11 total number of learners or 16 percent. Lastly, on the poor level of performance from the score ranging from 1-8, there were none from the senior high school students out of the 70 total number of respondents being tested.

Based on the result on table 2 which focuses on the posttest performance of the senior high school students after the integration of the blended learning approach in teaching the different learning competencies in Oral Communication. The result implied that after the senior high school students experienced the different learning interventions properly by the teachers majority of them were already gained excellent level of performances. Their exposure to the different medium of learning sources in which they experience in a weekly bases are already created big impact to their learning. Performance and it adds them being the independent learners. They knew already what is best for them in order to learn the skills or the different learning competencies. Furthermore, their stock knowledge in learning the subject using the different learning peripherals gave them the avenue to widen their horizon in improving their performances or skills in English subject and those are the main reasons why some the senior high students are improving from very good level to excellent level of performance as well as those poor level students are gearing towards the fair level of performances.

**Table 3**  
**Test of Difference Between the Scores in the Pre-test and Post-test of Intermediate Pupils in MAPEH**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>SHS STUDENTS IN ENGLISH</b>	Pre	24.27	1.982	0.718	Reject $H_0$	Significant
	Post	30.29				

The Table 3 presents the test of difference between the scores in the pretest and posttest of senior high school students in Oral Communication before and after the integration of blending learning approach during the teaching and learning process or in the delivery of the different most essential learning competencies in aforementioned subject. Based on the results shown in table 3, there was a positive effect or impact brought about of the different blended learning approaches such as utilization of video lessons based on the least learned competencies in English, delivery of the skills using facebook, messenger, google meet or zoom and most specially the real time talk or engagement between the teacher and the senior high school students in teaching Oral Communication. Based from the results shown in table 3, there was a big difference on the

computed t value which is equal to 1.982 from the critical t value which is equal to 0.718 from the posttest value of 30.29 and the pretest value of 24.27 which is resulted to the rejection of the hypothesis which state that there is no significant difference between the pretest and posttest performance of the senior high school students in Oral Communication before and after the integration of the blended learning approach..

The result implied that the utilization of the different learning platforms by the teachers such as using of printed learning approach and considered as the very common among other modalities being used in this time of pandemic, the use of video lessons in which teachers were able to craft videos based from the most essential learning competencies and let the students view them and interact based on the time allotted to them, the use of virtual learning modality in which the teacher and students interact in a real time mode. Those few approaches are considered as blended learning approach. Having been said that, it really helps the senior high students to increase their performances from the pretest and posttest.

#### **IV. Conclusion**

Based from the findings of the study, the blended learning approach in teaching Oral Communication to the Senior High School Students brought about positive impact in improving the academic performance. Furthermore, Integrating video lessons at the same time printed materials in the delivery of the most essential learning competencies are ways to maintain or improve the enthusiasm of the learners to learn the subjects, thus it will improve also their skills or academic performance.

#### **V. Recommendations**

1. The proposed intervention plan should be utilized.
2. The teachers should integrate and practice the blended learning approach to the different learning competencies depending on the type of learners they handled.
3. The school head should conduct INSET through WEBINAR or face to face engagement specially this time that Ormoc City in in Level 2 in which they are allowed to gather 50 percent total capacity in order to further enhance in validating different learning modalities to be integrated in the delivery of the learning competencies.
4. The School Head should closely monitored the teacher's performance on the integration of blended learning in teaching and learning process to assess the teachers' capacity in applying different learning modalities as well as giving proper technical assistance to them to have proper orientation on what to do.
5. The School Head should include in the APP and PPMP the procurement of the ICT gadgets to help the teachers in applying the blended learning approaches in teaching.



6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct or do the same study to verify the usability and significance of the study.

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