

Effectiveness Of The Communicative Language Teaching Approach (CLTA) To The Reading Literacy Of The Grade 8 Learners In English

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Abstract — This study aimed to determine the Effectiveness of Communicative Language Teaching Approach to the literacy performance of the Grade 5 pupil in English. The findings of the study served as a basis of a proposed intervention plan. This study used the Quasi-Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the score in the pre-test and post-test of Grade 8 students in English. It was revealed on the table above that the pre-test score of 19.00 which is below the post-test result which is equal to 27.00. Based form the pre-test and post-test performance of the Grade 8 students after the integration communicative language teaching approach it boils down to the computed t value of equal to 1.624 and critical t value at 0.931 level of significance after applying the specific tool that was the bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 0.931. Based form the table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of grade 8 students in English after the integration of communicative language teaching approach is rejected.

The results in table 3 regarding the test of difference of the pre-test and post-test performance in English after the integration of the communicative language teaching approach, implied that most of the students were exposed to gadgets that were able to practice and experience some related activities applicable to their lessons, but still it does not give assurance that they will know all the learning competencies in their own pace of learning, they still need to be exposed to the intervention to help them more improved with the guidance of the teacher. Integrating the communicative language teaching approach is the major reasons why their level of performance increases. In other words, the teacher and students will continue the strategy or intervention and enhance some activities that would help those students belong to good and fair level of performance.

I. Introduction

Traditional education, which emphasized grammar and vocabulary rather than engaging in interactive real-world scenarios, contributed to students' inability to develop communicative skills. Due to the traditional sentence structure-based approach, which highlighted syntax rules, the researcher observed that students in high school and even college hesitantly responded to questions using the English language. Students mumbled their responses but failed to share them with the class because they lacked the confidence to use the language. Instead of freely sharing their responses in the language with no emphasis on grammar, students have been fond of asking teachers for the English translation of such ideas. Given that, the researcher second-guessed how she could reinforce students' fluency in the English subject amidst the barrier between an ordinary sentence structure-based approach and genuine communicative skill. Hence, the Effective Communicative Language Teaching Approach to the literacy performance of Grade 8 learners in English was chosen by the researcher to study.'

Communication enables us to express our life experiences, points of view, and emotions, allowing us to interact and establish relationships. It is the understanding of an individual's overall well-being that may assist in learning new things and even solving real-life difficulties. I learned the significance of communication as a student through roleplays, conversations, debates, and talk show interviews. The opportunity to share my perspective and link exercises to real-life situations fueled my ambition to learn the language more thoroughly. Language also teaches me the importance of sharing my expertise. As a result, I became a teacher who wanted to help pupils become well-versed in expressing themselves using the English language.

When it comes to the new normal, students prefer to mimic the excitement and conform to the standards of millennials, who feel that being relevant implies following trends. Learners are too hesitant to express themselves because they lack confidence. The same is true for utilizing the English language, as learners are reluctant to do so due to the prejudice and bullying that can occur. Thus, to achieve meaningful tasks, learners must practice communication and the utilization of real-life experiences, which are essential to humanity's existence and survival.

This is one of the reasons why the researcher is eager to conduct and focus on the effectiveness of the communicative language teaching approach (CLTA) of the Grade 8 students of Punta National High School to address the different learning gaps experienced by the learners.

The researcher strongly believes that this research could find ways and means to improve the performance level of the Grade 8 students. Through this endeavor, the researcher is looking forward that it will create a big impact on the academic performance of the learners and at the same time a wake-up call for their performance. It made the learners more attracted and activated them to love reading and comprehend better and faster. Furthermore, the result of the study will be the basis for an action plan. This further explains how significant this research is to the different learning gaps.

This study was conducted to determine The Effectiveness of the Communicative Language Teaching Approach (CLTA) to the literacy performance of the Grade 8 students in English. This study was the basis for a proposed intervention plan.

Specifically, the study sought to answer the following questions:

1. What is the reading literacy of the Grade 8 learners before the integration of the communicative language teaching Approach (CLTA)?
2. What is the reading literacy of the Grade 8 learners after the integration of the communicative language teaching Approach (CLTA)?
3. Is there a significant difference between the reading literacies of the grade 8 learners before and after the integration of the communicative language teaching approach (CLTA)?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

There is no significant difference reading literacies of the grade 8 learners before and after the integration of the communicative language teaching approach (CLTA).

II. Methodology

Design. This study used the True Experimental Research method to determine the Effectiveness of Communicative Language Teaching Approach (CLTA) to the literacy performance of the Grade 8 Students. This involved data gathering to support generalizations about the phenomenon under study. A questionnaire survey form and a semi-structured interview will be conducted. The findings of the study were the bases for a proposed intervention plan. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Punta national High School in the Division of Baybay City based from the different most essential learning competencies in first grading period delivered in English subject which

purely focused on the different competencies. The main local of the study is in Punta National High School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 8 learners which was identified based on their test performances prior to the integration of Communicative Language Teaching Approach (CLTA) in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 8 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Communicative Language Teaching Approach (CLTA) to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 8 learners before the implementation of the Communicative Language Teaching Approach (CLTA) in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Communicative Language Teaching Approach (CLTA) as well as the significant difference of the pretest and posttest performances before and after the implementation of the Communicative Language Teaching Approach (CLTA) in the delivery of the most essential learning competencies in teaching Math for the first grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Communicative Language Teaching Approach (CLTA). The focus of this study was the Grade 8 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. The respondents of the study are the Grade 8 learners of the school. There were 20 males and 11 females with a total of 31 respondents. The respondents or the grade 8 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Communicative Language Teaching Approach (CLTA) based from the numeracy test given to the respondents. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Baybay City Division for approval in conducting the study to the said school, After which, the approved letter

coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Communicative Language Teaching Approach (CLTA). in teaching English After conducting the pretest, the researcher now integrating the Communicative Language Teaching Approach (CLTA). to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Communicative Language Teaching Approach (CLTA) to the lesson, the posttest was conducted to validate the learning of the Grade 8 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the literacy performance of the Grade 8 learners.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the literacy performance of the Grade 8 learners.

III. Results and Discussion

Table 1
Pre-Test Performance Of Grade 8 Students In English

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	1	3
25-32	Very Good	4	13
17-24	Good	14	45
9-16	Fair	9	29
1-8	Poor	2	6
Total		31	100
Weighted Mean		19.00	Good

Table 1 presents the pre-test performance of Grade 8 students in English. It was revealed on the table that the performance of the Grade 8 students has a weighted mean of 19.00 interpreted as good, where only 1 or 3% of the total enrolment of Grade 8 students achieved the score ranging from 33-40 with a description of excellent level of performance. While the score of 25-32 there were 4 out of 31 students achieved the very good level of performance, for the description of good, there were 14 or 45% of the total enrolment achieved this level, while there 9 students or 29% of the grade 8 students got the score ranging from 9-16 with fail level of performance and 6% or 2 out of 31 got the score ranging from 1-8 achieved this level.

Moreover, the score ranging from 17-24 got the highest number of students achieved this level of performance which is good, this means that the learners answered the pre-test based on their stock knowledge with the guidance of the teacher and some of the students were exposed to some apps where they can learn some basic language with specific examples and activities. The results showed that grade 8 students need an intervention to improve their performance in English subject. Link or connect situations from classroom language learning with language activities outside the classroom. The teacher will continue providing activities that will develop their skills in literacy and encourage students to share personal experiences as one of the important elements to teaching and learning process. Learners will easily understand lessons or competencies if they are involve, motivated and can relate based on their own experiences.

Table 2
Post Testperformance Of Grade 8 Learners In English

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	7	23
25-32	Very Good	13	42
17-24	Good	8	26
9-16	Fair	2	6
1-8	Poor	0	0
Total		31	100
Weighted Mean		27.00	Very Good

Table 2 shows the post-test performance of the Grade 8 students in English after the integration of communicative language teaching approach. It was revealed on the table that out of 31 Grade 8 students, there were 23% or 7 students were able to achieved the score ranging from 33-40 with excellent level of performance. The highest number of learners attained the description of very good level of performance were 42% of the total enrolment or 13 out of 31 Grade 8 students with a score ranging from 25-32. This means that students have an adequate learning environment at home and have a background knowledge on their previous competencies. The good level of performance with a score ranging from 17-24 there were 8 out of 31 students achieved this level as second highest number or 26% of the total enrolment. While fair level of performance only 2 or 6% of the Grade 8 students got this level of performance and none or zero percent for poor level pf performance. In general the overall weighted mean of the post-test performance of Grade 8 students were 27.00 and interpreted as Very Good.

This implies that after the integration of communicative language teaching approach their scores or level or level of performance were improved. This means that the teacher’s performance or planning skills were effective, where learners activities during the integration were more on group activities, role plays, games, interviews and survey, students will be more involve and interested if they will be applying all their learnings through role play, games or even interview session. The teacher need to carefully plan, manage and implement the curriculum and develop a well-coordinated, quality teaching, learning and assessment programs which build students’ knowledge, skills and behaviors in the disciplines, as well as their interdisciplinary and /or physical, personal and social capacity. Teacher adapt the high technology level of using different apps that would enhance learners interest to learn and understand skills in English.

Table 3
Test Of Difference Between The Scores In The Pre-Test And Post-Test Of Grade 8 Students In Control And Experimental Group In English

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 8 Learners	Pre	19.00	1.624	0.931	Reject H _o	Significant
	Post	27.00				

Table 3 presents the test of difference between the score in the pre-test and post-test of Grade 8 students in English. It was revealed on the table above that the pre-test score of 19.00 which is below the post-test result which is equal to 27.00. Based from the pre-test and post-test performance of the Grade 8 students after the integration communicative language teaching approach it boils down to the computed t value of equal to 1.624 and critical t value at 0.931 level of significance after applying the specific tool that was the bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 0.931. Based from the table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of grade 8 students in English after the integration of communicative language teaching approach is rejected.

The results in table 3 regarding the test of difference of the pre-test and post-test performance in English after the integration of the communicative language teaching approach, implied that most of the students were exposed to gadgets that were able to practice and experience some related activities applicable to their lessons, but still it does not give assurance that they will know all the learning competencies in their own pace of learning, they still need to be exposed to the intervention to help them more improved with the guidance of the teacher. Integrating the communicative language teaching approach is the major reasons why their level of performance increases. In other words, the teacher and students will continue the strategy or intervention and enhance some activities that would help those students belong to good and fair level of performance.

IV. Conclusion

The data revealed a significant relationship between the utilization of communicative language teaching approach to the reading literacy of Grade 8 students. Likewise, there is a significant relationship between the pre-test and post-test of Grade 8 students in English. Thus, utilization of communicative language teaching approach used by teachers in English improved the reading literacy of the Grade 8 students. Therefore, Communicative Language Teaching Approach is an effective learning materials in enhancing students' reading literacy skills.

V. Recommendations

1. The proposed intervention plan should be used.
2. Supervisors and Administrators should initiate trainings and workshops on how to develop or utilize Communicative Language Teaching Approach in English and other subjects to be taken by the learners in all grade levels.
3. School Heads should encourage teachers in all grade levels to utilize Communicative Language Teaching Approach.
4. Based from the results of the study having very good performance level, teachers should continue to adopt the activities to maintain the performance of Grade 8 students.
5. Keep track of assignments, due dates, and crucial dates with the aid of planners or digital tools to stay organized.
6. Enhance time management skills, learn to prioritize chores, and manage time well.
7. If need assistance with a topic or a problem, don't be afraid to ask the teachers, parents, or peers.
8. In order to maintain the performance of the students in integrating the Communicative Language Teaching Approach in teaching English, the School Head should monitor the utilization of CLTA.
9. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Dean of Graduate School, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mr. William I. Sapiler, Schools District Supervisor, for giving permission to conduct the study in Punta National High School in Baybay City District 6.

To the respondents of Punta National High School, for their support and cooperation in completing the data needed.

To her beloved parents, Mr. Danilo L. Palermo and Mrs. Juliet G. Palermo, who were precious blessings for her existence. Their encouragement and words of advice continuously uplifted her at all times. Making them her stronghold was how she dealt with every situation she may have faced. The author would like to express her heartfelt thanks to the Almighty Father for giving her wisdom, protection, strength, determination, and guidance throughout her journey, in helping her surpass all the trials and hurdles that came her way and for making this success possible.

Apart from the efforts of the author, the success of everything depended on the encouragement, support, and motivation. She wanted to take this opportunity to express her deepest thanks and appreciation to the people behind her success; to the people who have been an instrument for God in making things fall into place. To all those who helped make this research paper done.

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AUTHOR’S PROFILE



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The author was born on July 5, 1998, in Baybay City, Leyte, Philippines. She finished a Bachelor's degree in Secondary Education specializing English at the Franciscan College of the Immaculate Conception. During her college days, she was really into the supervision field. She was a leader in different organizations when she was a student, and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education, teaching grade 7–10 English subjects at Punta National High School in Barangay Punta, Baybay City, Leyte, Philippines. She is a coordinator for two school organizations, namely, the Girl Scouts of the Philippines and the Reading and Literacy Coordinator. She believes that supervising the young is the foundation for understanding how to supervise the old.