# COMMUNICATIVE ACTIVITIES AND LINGUISTIC ENVIRONMENT AS CORRELATES TO THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS

ANGELICA D. GONZAGA

angelica.gonzaga@deped.gov.ph

Laguna State Polytechnic University, Philippines

## *ABSTRACT*

This study aimed to determine the relationship between Communicative Activities and the linguistic environment as Correlates to the Development of Students' Speaking Skills.

Specifically, it sought to answers the following questions: (1) what is the level of Communicative activities in terms of: oral presentations, dialogues and role playing (2) what is the level of linguistic environment in terms of: peers, exposure to language and exposure to print materials (3) What is the level of the speaking skills in terms of: pronunciation; vocabulary; and intonation (4) is there a significant relationship between Communicative activities and Speaking Skills? and (5) is there a significant relationship between Linguistic Environment and Speaking Skills?

The descriptive method was utilized to be able to gather data using a validated questionnaire. After the distribution and retrieval of the questionnaires, the data gathered was tabulated, and analyzed for data processing.

The following are significant findings of the study: It was then found out that the level of Communicative activities in terms of oral presentations (M=4.18), dialogues (M=4.08), and role playing (M=4.13) all accounts to be highly proficient. While the level of linguistic environment in terms of peers (M=4.30) was found to be very highly proficient, exposure to language (M=4.09), and exposure to print materials (M=4.11) both accounts to be highly proficient. As for the level of speaking skills refers to Pronunciation (M=3.91), Vocabulary (M=3.98) and Intonation (M=3.98).

A *significant* relationship between Communicative activities and Speaking Skills which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. A *significant* relationship was also obtained between Linguistic Environment and Speaking Skills in terms of Exposure to Language, Exposure to Print Materials which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. In terms of peers it predicts *not significantly* as manifested by higher probability values in its indicator at 0.05 level of significance.

The results obtained in this research led to the realization of the following conclusion: (1) Communicative activities is effective in developing the speaking skills of the students in terms of Vocabulary, pronunciation and intonation. Thus, the hypothesis stating that there is no significant relationship between Communicative activities and Speaking Skills is rejected and (2) Linguistic Environment in terms of Exposure to Language and Exposure to Print Materials which predicts significantly. Thus, the hypothesis stating that there is no significant relationship between Linguistic Environment and Speaking Skills partially accepted.

This study recommended that Communicative activities and linguistic environment have been noted to develop the speaking skills effectively when appropriately used with well-identified students. It is highly suggested that the strategies be used and tried to develop other skills.

## INTRODUCTION

The four basic language skills are listening, speaking, writing and reading. According to Reyes (2015) speaking is the most important factor among the language skills. From the four skills in English, speaking is more interesting for young learners when it is delivered in a fun way such as through song, rhyme, chants with the repetition lyrics. They feel that learning English is like a game. No grammatical lesson per se is given during the process of learning. Besides, the chosen words and dialect have great influence toward the young learners.

As it is mentioned by Beneke and Cheatham (2015) in their article "Speaking Up for African American". They said that students need the creativity and the understanding from their teacher about their social background during learning process at school so that they can understand the standard English better. A teacher needs to implement spoken language that the students have known from their surrounding and connect it to the Standard English. From these statements, it can be concluded that learning English is more interesting when teacher uses the language that is almost similar with the target language and they usually find it at home, in the movies, or from YouTube.

Supharatyphtin (2014) mentioned that communicative approach is also used in learning English for British accent. During the learning process, he mentioned that learning English must be focused on the communication skills rather than on the grammar. He also said that in learning English, speaking is more helpful for young learners, especially if it is not their first language. Communicative approach helps them to understand English as a whole and not only limited by the grammar itself.

Communicative activities promote interaction; it enables the students to use their knowledge in real life setting. It is more than working together in groups it creates whole communication process in the classroom. Learners are provided time to work together to practice the learning, develop concepts, discuss ideas, and produce quality product. Through a well-planned and prepared communicative activity. The students encourage to use their higher order thinking and speak out their thoughts. This will greatly contribute to their self-confidence as a speaker and motivation to learn more. Communicative activity can serve as a training ground to develop speaking skills such as pronunciation, vocabulary, and intonation.

This study focused on the development of the students speaking skills using communicative strategies and linguistic environment of selected Grade 11 students of Sta. Catalina Integrated National High School.

This also sought to determine the relationship between Communicative Activities and the Linguistic Environment as Correlates to the Development of Students' Speaking Skills:

1. What is the level of Communicative Activities in terms of:
    1.1. Oral presentations
    1.2. Dialogues

    1.3. Role playing
2. What is the level of linguistic environment in terms of:
    2.1 Peers
    2.2 exposure to language
    2.3 exposure to print materials
3. What is the level of the speaking skills in terms of:
    3.1. Pronunciation;
    3.2. Vocabulary; and
    3.3. Intonation
4. Is there a significant relationship between Communicative Activities and Speaking Skills?
5. Is there a significant relationship between Linguistic Environment and Speaking Skills?

## REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies consist of the different variables of the study such as the independent variables with communicative activities and linguistic environment and the dependent variable such as vocabulary, pronunciation and intonation.

Oral presentation is mainly of two types: Group presentation and Individual presentation / Guided presentation. To motivate the students to work in teams, group presentation is mainly assigned. Though there are challenges performing in a group well but it brings a great success. In addition, individual presentation also helps learners make their innovative ideas for initiating a good communication with the audience. According to Suliman (2022), oral presentations help the learners to be autonomous. They create an opportunity for the language learners to be confident and active learners.

Swain and Watanabe, (2013) illustrated the positive effects of Dialogue on language instruction and showed that the process was leading to internalization of newly-learned language features which facilitates and results in EFL/ESL students' academic success.

Role-play is considered one of the most effective teaching and learning techniques in the 21st century. In the field of education, role-play can be defined and explained in different ways. Suryani (2015) indicated that role-play is a technique that can promote and motivate students to speak in the classroom. It is a teaching method in which students are given specific roles and they need to speak and behave based on the roles they receive.

Trinity College London (2016) state that, communicative language teaching is about allowing students to practice more and to relate language to their own realities. Activities in communicative language teaching are focused on students in realistic communication. The more practice and success students have using English, the better their motivation.

English text such as novel and story books also beneficial for the development of students' English skills, one of those skills is vocabulary. Vocabulary are acquired through exposure of wide array of words that is repeatedly read, from reading the students can understand the meaning of word from decoding vocabulary through reading context. Celik (2019) states that reading English text will support the students to learn from what others have written.

Bilash (2014) states that, Pronunciation is an essential component not only of learning a language but also of using that language. For this reason, the learning of proper pronunciation is a delicate area; students need to feel free to make mistakes and practice their pronunciation in order to increase their

accuracy, but there are also times when pronunciation must be quickly corrected so that it does not impede the students' ability to understand and be understood.

Intonation has several functions, among which is the grammatical function. The grammatical function of intonation specifies the syntactic part played by a word or a phrase in the context of a specific clause or sentence (Zulfugarova, 2018).

## METHODOLOGY

The descriptive method of research was used in this study. Ritchie *et al*. (2013) opined that by using the descriptive method the researcher will be able to observe a large mass of target population and make required conclusions about the variables.

Since the researcher wanted to determine the relationship between Communicative Activities as well as Linguistic Environment as correlates to the Development of Speaking Skills of Grade 11 Students, this method was used. Descriptive research is concerned with describing the characteristics of the population and tried to fine out the association of certain characteristics in the population.

This study involved the population of Grade 11 students. Out of the 600 plus students of Sta. Catalina Integrated National High School, S.Y. 2022-2023, fifty (50) male and (50) female students with a total of one hundred (100) from Grade 11 students were randomly selected using the lottery sampling technique as respondents of the study.

## RESULT AND DISCUSSION

**Table 1. Level of Communicative Activities in terms of Oral Presentations**

| Statement | Mean (x) | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. I use clear, appropriate language. | 4.24 | 0.77 | Very Highly Proficient |
| 2. I use appropriate rate and volume. | 4.17 | 0.75 | Highly Proficient |
| 3. I use my voice expressively. | 4.13 | 0.81 | Highly Proficient |
| 4. I make sufficient eye contact. | 4.17 | 0.73 | Highly Proficient |
| 5. I use nonverbal behavior that supports the message. | 4.18 | 0.76 | Highly Proficient |
| *Overall* | *4.18    Highly Proficient* | | |

*Legend*:

| | | |
|---|---|---|
| *4.20 – 5.00* | *Always* | *Very Highly Proficient* |
| *3.40 – 4.19* | *Often* | *Highly Proficient* |
| *2.60 – 3.39* | *Sometimes* | *Moderately High Proficient* |
| *1.80 – 2.59* | *Seldom* | *Low  Proficient* |
| *1.00 – 1.79* | *Never* | *Very Low Proficient* |

This means that engaging students in task-based communicative activities allows them to rehearse speaking in public while at the same time supporting identity development through familiarization with the routines of the academic community or work field. Among the various task-based communicative activities that can be used in class, oral presentations is a solution to this specific problem since the work carried out by students' leads to purposeful language use, it can be an effective tool as it provide authentic tasks, focus on language at the discourse level and learner centeredness. Furthermore, oral presentations "give learners the chance to be creative and innovative as well.

These results may be attributed to the study of (Mabuan, 2017) wherein the students are expected to be able to develop more skills during the learning session than being lectured. Through oral presentations the lecturers provide learning opportunities on how to practice and develop the target language skills as well as to build effective communication skills. It requires students whether individually or collaboratively to present and discuss a topic to the peer audience. This oral process consists of using daily used grammar, cohesive devices, pragmatic roles of expressing thoughts and feelings (Hammad and Ghali, 2015).

**Table 2. Level of Communicative Activities in terms of Dialogues**

| Statement | Mean (x) | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. I make sure that points are clear and arranged in logical order. | 4.05 | 0.82 | Highly Proficient |
| 2. I provide appropriate transitions between points. | 4.06 | 0.72 | Highly Proficient |
| 3. I engage my audience attention and interest. | 4.09 | 0.77 | Highly Proficient |
| 4. I use pronouns correctly. | 3.99 | 0.77 | Highly Proficient |
| 5. I speak in a clear voice. | 4.20 | 0.78 | Highly Proficient |
| *Overall* | *4.08 Highly  Proficient* | | |

The students were highly proficient during dialogues as they speak in a clear voice (*M = 4.20, SD= 0.78*), engaging the audience attention and interest (*M = 4.09, SD= 0.77*), providing appropriate transitions between points (*M = 4.06, SD= 0.72*), points are clear and arranged in logical order (*M = 4.05, SD= 0.82*) and using pronouns correctly (*M = 3.99, SD= 0.78*).

The students showed highly proficient level of communicative activities in terms of dialogues as shown as the overall mean of 4.08. This means that providing rich  environment to speak,  increasing student  talk  time,  continuous teacher's  observation  and  by guiding them the right way to interact with other people are found out some of the effective factors to influence a successful speaking  classroom.

Swain and Watanabe, 2013 illustrated the positive effects of Dialogue on language instruction and showed that the process was leading to internalization of newly-learned language features which facilitates and results in EFL/ESL students' academic success.

**Table 3. Level of Communicative Activities in terms of Role Playing.**

| Statement | Mean (x) | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. I portray a role credibly and consistently. | 4.17 | 0.73 | Highly Proficient |
| 2. I adapt a role to suit new information or circumstances in the role play. | 4.11 | 0.75 | Highly Proficient |
| 3. I speak audibly, clearly, and expressively in a voice appropriate for the role. | 4.16 | 0.66 | Highly Proficient |

| | | | |
|---|---|---|---|
| 4. I express thoughts, feelings, beliefs, attitudes, and values appropriate to the role and situation. | 4.11 | 0.71 | Highly Proficient |
| 5. I use movement and body language expressively and appropriately. | 4.10 | 0.77 | Highly Proficient |
| **Overall** | | **4.13** | **Highly Proficient** |

The students were highly proficient during role-playing as they portray a role credibly and consistently ($M = 4.17, SD= 0.73$), speaks audibly, clearly, and expressively in a voice appropriate for the role ($M = 4.16, SD= 0.66$), adapts a role to suit new information or circumstances in the role play ($M = 4.11, SD= 0.75,$), expressing thoughts, feelings, beliefs, attitudes, and values appropriate to the role and situation ($M = 4.11, SD= 0.71$) and using movement and body language expressively and appropriately ($M = 4.10, SD= 0.77$).

The students showed highly proficient level of communicative activities in terms of role play as shown as the overall mean of 4.13. This means that role play is highly suitable vehicles for a communicative approach to language teaching. It is because it provides a reason for talking and allows the learner to talk meaningfully. With these techniques, learners are asked to imagine themselves in situations that could occur outside the classroom, adopt specific roles and behave as if the situation existed under their roles. Essentially, role play involves the learner taking a different role and even identity from his or her usual one.

The study by Gusmuliana et al. (2021) evaluated that role-playing provides a great source of motivation to help students become more confident and active in speaking English. "Role-play is an activity of speaking when you put yourself into someone else or put yourself in an imaginary situation" (Budden, 2006, cited in Wulandari et al., 2019).

Therefore, this technique is really important in teaching speaking because it gives students the opportunity to practice communicating in different social contexts.

**Level of Linguistic Environment**

In this study, the level of linguistic environment refers to peers, exposure to language, and exposure to print materials.

The levels of linguistic environment were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 4 reveals the level of linguistic environment in terms of peer as very highly proficient. The students believed that their boosted up their grades with peer interaction. ($M = 4.37, SD= 0.63$). They preferred to study with their friends or classmates ($M = 4.35, SD= 0.61$), peer encourages them to work harder ($M = 4.31, SD= 0.68$), friends affect their academic work positively. ($M = 4.27, SD= 0.62$) and they are confident to speak in English language when they are talking with their peers. ($M = 4.20, SD= 0.65$).

**Table 4. Level of Linguistic Environment in terms of Peers**

| Statement | Mean (x) | Standard Deviation | Verbal Interpretation |
|---|---|---|---|

| | Mean | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. I prefer to study with my friends or classmates. | 4.35 | 0.61 | Very Highly Proficient |
| 2. Doing group work activities help me boost up my grades. | 4.37 | 0.63 | Very Highly Proficient |
| 3. My peer encourages me to work harder. | 4.31 | 0.68 | Very Highly Proficient |
| 4. My friends affect my academic work positively. | 4.27 | 0.62 | Very Highly Proficient |
| 5. I am confident to speak in English language when I am talking with my peers. | 4.2 | 0.65 | Very Highly Proficient |
| **Overall** | | **4.30** | **Very Highly Proficient** |

The students showed very highly proficient level of Linguistic Environment in terms of Peers as shown as the overall mean of 4.30. This means that peer interaction is particularly effective in developing interpersonal skills, and teamwork giving place to meaningful learning. Learners positively rely on one another and help each other's mental models by sharing personal experiences, insights, and reflections. Peer assessment has shown to be a tool that promotes reflecting on students' learning process through generating constructive feedback resulting in understanding and metacognitive learning.

The finding of this study is in consonance with Topping (2018) as he defined peer conversation as the acquisition of knowledge and skills through active helping and supporting among equals or matched companions. Learner-Learner interaction can occur either in groups or in pairs called peer interaction for the sake of giving students opportunities to speak and practice speaking skills in the classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in groups.

Tost (2013) evaluated the positive impact that a learner, who is struggling to pronounce correctly, has by paying attention to a classmate who speaks correctly in English, reading out aloud to promote his/her own pronunciation. She found out that if another classmate corrects a student repeatedly, it is going to contribute to encourage their reading skills, pronunciation and fluency in a positive way.

**Table 5. Level of Linguistic Environment in terms of Exposure to Language.**

| Statement | Mean (x) | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. Watching English TV programs, videos, or movies facilitates English language acquisition. | 4.12 | 0.77 | Highly Proficient |
| 2. Practicing English language outside the classroom in many contexts improve my English language level. | 4.1 | 0.75 | Highly Proficient |
| 3. Encouraging myself to speak English even when I am afraid of making a mistake. | 4.08 | 0.75 | Highly Proficient |

| 4. Using English in real life situations increases my English Fluency. | 4.01 | 0.77 | Highly Proficient |
|---|---|---|---|
| 5. Exposing to English language helps me to get good marks in exams and a good job. | 4.14 | 0.77 | Highly Proficient |
| *Overall* | | *4.09* | *Highly Proficient* |

Table 5 reveals the level of Linguistic Environment in terms of Exposure to Language**.** When exposed to English language the students help them to get good marks in exams and a good job (*M = 4.14, SD= 0.77*). This is followed by watching English TV programs, videos, or movies facilitates English language acquisition (*M = 4.12, SD= 0.77*), encouraging themselves to speak English even when they are afraid of making a mistake (*M = 4.08, SD= 0.75,*), using English in real life situations increases their English Fluency (*M = 4.01, SD= 0.77*) and practicing English language outside the classroom in many contexts improve my English language level (*M = 4.10, SD= 0.75*) with a verbal interpretation of highly proficient.

The students showed highly proficient level of Linguistic Environment in terms of exposure to language as shown as the overall mean of 4.09. This means that when students are exposed to English language, be it in formal or informal contexts, the learner will more likely show clear and accurate refinement on sophisticated structures of the language. The participants' responses to these questions would imply that they are likely exposed to the English language through their experiences in English related-activities inside and outside the classroom setting.

According to Sari & Sugandi (2014) movie can develop students' vocabulary, with the help of subtitles the students are able to see the meaning of the spoken words. Trinity College London (2016) state that, communicative language teaching is about allowing students to practice more and to relate language to their own realities. The more practice and success students have using English, the better their motivation.

**Table 6. Level of Linguistic Environment in terms of Exposure to Print materials**

| Statement<br>My Teacher… | Mean<br>(x) | Standard<br>Deviation | Verbal Interpretation |
|---|---|---|---|
| 1. Reading English book helps me improve my speaking skills. | 4.11 | 0.72 | Highly Proficient |
| 2. Reading English books, magazines and newspapers increases my reading speed. | 4.17 | 0.74 | Highly Proficient |
| 3. Reading English books, magazines and newspapers improves my vocabulary and spelling. | 4.1 | 0.61 | Highly Proficient |
| 4. I grasp the main idea of the material while reading English. | 4.12 | 0.66 | Highly Proficient |

| 5. I prefer having printed materials for the activity rather than orally dictated by my teacher. | 4.05 | 0.80 | Highly Proficient |
|---|---|---|---|
| *Overall* | | *4.11* | *Highly  Proficient* |

Table 6 reveals the level of Linguistic Environment in terms of Print materials. They showed highly proficient when students read English books, magazines and newspapers that increased their reading speed (*M = 4.17, SD= 0.74*), grasp the main idea of the material while reading English (*M = 4.12, SD= 0.66*), read English book helps students to improve their speaking skills (*M = 4.11, SD= 0.72*), read English books, magazines and newspapers improves their vocabulary and spelling (*M = 4.10, SD= 0.61*) and they preferred having printed materials for the activity rather than orally dictated by their teacher. (*M = 4.05, SD= 0.80*).

The students showed highly proficient level of Linguistic Environment in terms of exposure to print materials as shown as the overall mean of 4.11. This means that through reading, language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in   the target language will develop. They can see structure of a sentence and this enables them to build their own sentences and utterances. It can draw information from a text and combine it with information and expectations that the reader already has.

Celik (2019) states that reading English text will support the students to learn from what others have written. Vocabulary are acquired through exposure of wide array of words that is repeatedly read, from reading the students can understand the meaning of word from decoding vocabulary through reading context.

**Level of Students' Speaking Skills**
In this study, the level of speaking skills refers to Pronunciation, Vocabulary, and Intonation.

The levels of speaking skills were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 7 reveals the level of speaking skills in terms of Pronunciation. The students believed that they were highly proficient in applying the correct sound of words in English (*M = 3.98, SD= 0.65*), speaks clearly at all times (*M = 3.95, SD= 0.74*), give the correct sound needed in the role portrayed (*M = 3.94, SD= 0.74*), project their voice to be heard by everybody while doing the activity (*M = 3.88, SD= 0.74*) and varying their voice when necessary to avoid monotony (*M =3.80, SD= 0.78*)

**Table 7. Level of Students' Speaking Skills in terms of Pronunciation**

| Statement<br>Learners… | Mean<br>(x) | Standard<br>Deviation | Verbal<br>Interpretation |
|---|---|---|---|
| 1. Speak clearly at all times. | 3.95 | 0.74 | Highly Proficient |
| 2. Project voice to be heard by everybody while doing the activity. | 3.88 | 0.74 | Highly Proficient |
| 3. Give the correct sound needed in the role portrayed. | 3.94 | 0.74 | Highly Proficient |
| 4. Vary my voice when necessary to avoid monotony. | 3.8 | 0.78 | Highly Proficient |
| 5. Apply the correct sound of words in English. | 3.98 | 0.65 | Highly Proficient |

| | | |
|---|---|---|
| *Overall* | *3.91* | *Highly Proficient* |

The students showed highly proficient level of Speaking Skills in terms of Pronunciation as shown as the overall mean of 3.91. This means that pronunciation is a crucial component for the learning of oral skills in a second or foreign language. Speaking without considering the pronunciation will cause different interpretation in meaning among the speakers and listeners.

Akyol (2013), mentions in his study that pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. In addition, Boundless (2016) states that Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language.

It is evident that communication is a mutual relationship between the speaker and the hearer. This means that one must comprehend what he/she hears in the target language and must produce the sounds of the language he/she is trying to learn accurately. Therefore, pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence.

**Table 8. Level of Speaking skills in terms of Vocabulary**

| Statement<br>Learners… | Mean<br>(x) | Standard<br>Deviation | Verbal<br>Interpretation |
|---|---|---|---|
| 1. Say/ Use varied words when performing a dialogue. | 4.01 | 0.72 | Highly Proficient |
| 2. Easily grasp words appropriate for the group play. | 3.92 | 0.72 | Highly Proficient |
| 3. Use exact word to convey meaning. | 4.08 | 0.76 | Highly Proficient |
| 4. Express freely with no hesitations. | 3.97 | 0.76 | Highly Proficient |
| 5. Show confidence in the use of words learned for the day. | 3.93 | 0.83 | Highly Proficient |
| *Overall* | *3.98* | | *Highly Proficient* |

Table 8 reveals the level of speaking skills in terms of Vocabulary. The students showed highly proficient when using exact word to convey meaning language (*M = 4.08, SD= 0.76*), use varied words when performing a dialogue. (*M = 4.01, SD= 0.72*), express freely with no hesitations. (*M = 3.97, SD= 0.76*), showing confidence in the use of words learned for the day (*M = 3.93, SD= 0.83*) and easily grasp words appropriate for the group play (*M = 3.92, SD= 0.72*).

The students showed highly proficient level of Speaking Skills in terms of vocabulary as shown as the overall mean of 3.98. This means that vocabulary becomes a very important part of language learning which can use to determine students whether they can speak fluently or not. They can generate sentences only by using words so it is not possible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary.

Shoebottom (2016) revealed that learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Camposo (2014) mentions that studying vocabulary is very crucial in learning the process of the students. It helps them to understand and analyze the whole text. Vocabulary is list of words with their

meaning. In order to understand it clearly, we can use dictionaries or teachers use techniques or strategies to teach vocabulary.

In a nutshell, vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others and grow personal relationships.

**Table 9. Level of Speaking Skills in terms of Intonation**

| Statement<br>Learners… | Mean<br>(x) | Standard<br>Deviation | Verbal<br>Interpretation |
|---|---|---|---|
| 1.  Have a clear understandable intonation. | 3.98 | 0.75 | Highly Proficient |
| 2.  Use appropriate pattern of stress, rhythm, and intonation. | 3.87 | 0.72 | Highly Proficient |
| 3.  Make sure that the pitch range is wide enough to make the most important key words easy to hear. | 3.88 | 0.74 | Highly Proficient |
| 4.  Make sure that the pitch range sounds interesting. | 3.87 | 0.73 | Highly Proficient |
| 5.  Use a tone which is not confusing to the listener. | 3.80 | 0.72 | Highly Proficient |
| *Overall* | | *3.88* | *Highly  Proficient* |

Table 9 reveals the level of speaking skills in terms of Intonation. The students were highly proficient as shown in a clear understandable intonation (*M = 3.98, SD= 0.75*), made sure that pitch range is wide enough to make the most important key words easy to hear (*M = 3.88, SD= 0.74*), the pitch range sounds interesting (*M = 3.87, SD= 0.73*), used appropriate pattern of stress, rhythm, and intonation.  (*M = 3.87, SD= 0.72*) and used a tone which is not confusing to the listener (*M = 3.80, SD= 0.72*).

The students showed highly proficient level of Speaking Skills in terms of vocabulary as shown as the overall mean of 3.88. This proves that learning the knowledge of intonation is very beneficial in helping students improve and enhance their speaking skills.

Intonation is a remarkable characteristic of spoken language. It contains a continuous pitch change and a variation of a speaker's voice to convey meaning (Asghar,2013, Cardinali,2018 Bataineh et al., 2020). Intonation has many functions, such as grammatical, discourse, attitudinal, accentual functions, etc. It consists of patterns of pitch changes that occur in parts of the sentences we utter when we speak (Romero,2019). Intonation improves the flavor of language, makes it easier to understand, and makes a language more melodious.

**Relationship between the Communicative Activities and Students' Speaking Skills**
**Table 10. Relationship Between the Communicative Activities and Students' Speaking Skills**

| Communicative<br>Activities | Speaking Skills | r-value | Degree | p-value | Analysis |
|---|---|---|---|---|---|
| Oral Presentations | Pronunciation | 0.1463 | Very high | 0.0001 | S |
| | Vocabulary | 0.2306 | | 0.0000 | S |
| | Intonation | 0.1892 | | 0.0000 | S |
| Dialogues | Pronunciation | 0.1599 | Very high | 0.0000 | S |
| | Vocabulary | 0.3050 | | 0.0000 | S |

| | Intonation | 0.1159 | | 0.0005 | **S** |
|---|---|---|---|---|---|
| Role Playing | Pronunciation | 0.0754 | Very high | 0.0057 | **S** |
| | Vocabulary | 0.3346 | | 0.0000 | **S** |
| | Intonation | 0.0667 | | 0.0095 | **S** |

***significant at 0.05***        ***ns-not significant***

The table 10, shows that there is a significant relationship between Communicative Activities and Speaking Skills which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

Based on the findings above, the researcher concludes that Communicative Activities is a suitable method to teach speaking. It can solve the problems that are faced by the students such as they have limitations in speaking English and they do not have the motivation to learn English. By teaching speaking through communicative activities, the students can speak English fluently and make them confident.

Trinity College London (2016) state that, communicative language teaching is about allowing students to practice more and to relate language to their own realities. Activities in communicative language teaching are focused on students in realistic communication. The more practice and success students have using English, the better their motivation.

**Relationship Between the Linguistic Environment and Students' Speaking Skills**
**Table 11. Relationship Between the Linguistic Environment and Students' Speaking Skills**

The table 11, shows that there is a significant relationship between Linguistic Environment and Speaking Skills in terms of Exposure to Language, Exposure to Print Materials which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

| Linguistic Environment | Speaking Skills | r-value | Degree | p-value | Analysis |
|---|---|---|---|---|---|
| Peers | Pronunciation; | 0.0089 | Negligible | 0.3496 | **NS** |
| | Vocabulary | 0.0100 | | 0.3223 | **NS** |
| | Intonation | 0.0226 | | 0.1359 | **NS** |
| Exposure to Language | Pronunciation; | 0.1686 | Very high | 0.0000 | **S** |
| | Vocabulary | 0.1992 | | 0.0000 | **S** |
| | Intonation | 0.0784 | | 0.0048 | **S** |
| Exposure to Print Materials | Pronunciation; | 0.1953 | Very high | 0.0000 | **S** |
| | Vocabulary | 0.2861 | | 0.0000 | **S** |
| | Intonation | 0.1073 | | 0.0009 | **S** |

***significant at 0.05***        ***ns-not significant***

According to the data of the study, it is also shown that linguistic environment such as exposing to language and reading English text are beneficial for improving vocabulary, pronunciation and intonation, every student in this study confirms that.

Pardede (2013) offered a more specific technique to combine reading and speaking skills; that is by using short stories. He argued that using short stories, among other literary genres, seemed to be the most suitable choice because this might help enhance learners' four skills development more effectively due to the motivational benefit embedded in the stories. A practical way of stimulating learners to speak is

to provide them with extensive exposure and opportunities to use the language in the classroom (Abdullah et al., 2019).

Table 11 also shows that there is no significant relationship between Linguistic Environment and Speaking Skills in terms of peers which predicts not significantly as manifested by higher probability values in its indicator at 0.05 level of significance.

## CONCLUSION

Based on the different findings of the study conducted, the following conclusions are hereby concluded to answer the statement of the problem being addressed:

Communicative Activities is effective in developing the speaking skills of the students in terms of Vocabulary, pronunciation and intonation. Thus, the hypothesis stating that there is no significant relationship between Interactive Approach and Speaking Skills is rejected. On the other hand, Linguistic Environment in terms of Exposure to Language and Exposure to Print Materials which predicts significantly. Thus, the hypothesis stating that there is no significant relationship between Linguistic Environment and Speaking Skills partially accepted.

## RECOMMENDATIONS

Based on the findings and conclusions made, the following recommendations are presented:

1. Communicative activities and linguistic environment have been noted to develop speaking skills effectively when appropriately used with well-identified students. It is highly suggested that the strategies be used and tried to develop other skills.
2. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
3. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
4. Further research is recommended to reveal some techniques to increase the level of students' speaking skills.
5. To fellow English teachers keep on encouraging students to speak English inside and outside the classroom to motivate them to speak the language, or when the situation calls for it.

**AILEEN M. DARAN**, **Ed.D.** Her thesis adviser, who had been a tremendous support to the researcher, especially in times of difficulty, and inspired her to complete the research study;

**NIMFA G. DIMACULANGAN, Ph.D.** her subject specialist, who had provided her invaluable expertise in the subject matter;

**MERILYN P. JUACALLA, Ed.D.** The researcher's statistician, who had aided her in the analysis of data and in giving her suggestions to have a better outcome for this study;

**VILMA M. GERONIMO, Ph.D.** the researcher's technical editor, who handed her support in finishing the research.

**MERLEN B. SANCHA, Ed.D.** for sharing her expertise in the aspect of the research;

**EVELYN A SUNICO, Ed.D.** the researcher's external statistician, who had aided her in the analysis of data and in giving her suggestions to have a better outcome for this study;

**JULIE ROSE P. MENDOZA, Ed.D.** for giving constant reminders and advice regarding GSAR announcements and updates;

**EVELYN B. NAPIZA,** Registrar III., for support and persistent help with this study;

**SOCORRO R. FUNDIVILLA, Ed.D.** Principal IV of Sta. Catalina Integrated National High School, for her permission to conduct the study to Grade 11 students.

**MRS. EMILIANA C. DEL MUNDO**, experts who helped her in the validation of the instruments used in this research.

**JULIETA D. GONZAGA and GREGORIO D. GONZAGA**, her parents

their unconditional love and unwavering support every step of the way;

**JOMAR C. ALABABA,** her husband for his support and unconditional love;

**GRADE 11 SHS STUDENTS OF SCINHS**, for sharing their valuable time and effort to answer the questionnaire and comply to the activities given by the subject teacher that is needed in this study.

Above all, to **Jesus Christ, God Almighty**, for giving love, blessings, and strength enabled the researcher to pursue her greatest dreams.

**"The Researcher"**

## REFERENCES

Beneke, R. S. (2015). Using Communicative Games in Improving Students' Speaking Skills. English Language Teaching, 10(1).

Bilash, Olenka (2014). How are your students experiencing your heritage language program - the value of Obtaining Student Feedback.

Celik, B. (2019). Developing Writing Skills Through Reading. International Journal of Social Sciences & Educational Studies Vol.6, No.1. ISSN 2520-0968. doi: 10.23918/ijsses.v6i1p206

Cheatham, G. A., Armstrong, J., & Santos, R. M. (2015). ''Y'alllistenin'?'' Accessing children's dialects in preschool. YoungExceptional Children, 12(4), 2–14.

Reyes, S. P. (2015) Developing Speaking Skills in ESL or EFL Settings. International Journal of English Language, Literature and Translation Studies, 5(2), Pp. 286-293.

Suliman, W. M. M. (2022). Implications of Oral Presentation for Fostering Learners' Autonomy: A Case Study with Audi Learners Majoring in English as a Foreign Language. Journal of English Teaching, 8(1), 107-118.

Suharatypthin, D. (2014). Developing Students' Ability in Listening and SpeakingEnglish using the Communicative Approach of Teaching. Journal of Arts andSciences. 07(03). Pp 141–149

Suharatypthin, D. (2014). Developing Students' Ability in Listening and Speaking English using the Communicative Approach of Teaching. Journal of Arts and Sciences. 07(03). Pp 141–149

Suryani, L. (2015). The Effectiveness of Role-Play in Teaching Speaking, 3 (II), 106-109. https://doi.org/10.22460/eltin.v3i2.p%25p.

Swain, M., & Watanabe, Y. (2013). Languaging: Collaborative dialogue as a source of second language learning. The Encyclopedia of Applied Linguistics, 3218-3225.

Trinity College London (2016)." Language Activities For A Communicative Classroom"http://49.50.70.100/web_material/ASL/2013/23.%20Teaching%20Activities%20for 20the%20Communicative%20Classroom.pdf

Zulfuga Rova, R.(2018). The Function of Intonation In The English Language. Web of Scholar ISSN 2518-167X.