

**INTERACTIVE ACTIVITIES AND COMMUNICATIVE COMPETENCE
IN SPEAKING AND LISTENING OF
JUNIOR HIGH SCHOOL STUDENTS**

A Thesis Presented to
the Faculty of the Graduate School
UNIVERSITY OF SOUTHEASTERN PHILIPPINES
College of Education
Davao City

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of the Requirements for the Degree
Master of Education in Language Teaching
Major in English

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by
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ABSTRACT

This is an experimental research pointing out some interactive activities to enhance students' communicative competence in speaking and listening among the third year students of Davao del Norte State College Laboratory School in Panabo City.

The study used Nonequivalent Control Group Design or Design 10 with an experimental and control groups. The former was exposed to some interactive activities and the latter was exposed to the usual way of teaching the second language during the conduct of the research. The lessons were patterned to the second quarter topics provided by the Department of Education in its Restructured Curriculum in English. Both groups were given a pretest and a posttest.

The study aimed to find out:

1. the levels of communicative competence of the experimental and control group as measured by the pretest and posttest in terms of speaking and listening;
2. the significant difference between the levels of communicative competence of the experimental group in terms of speaking and listening;
3. the significant difference between the levels of communicative competence of the control group in terms of speaking and listening;
4. the significant difference between the pretest mean scores of the experimental and control groups.

5. the significant difference of the posttest mean scores of the experimental and control groups.

Based on the statistical analysis and interpretation of the data gathered, it is then concluded that:

1. the experimental group and the control group showed the same level of communicative competence, which is High at the start of the study. In the posttest, both groups showed Moderately High performance in their communicative competence;
2. there is significant difference between the levels of communicative competence of the experimental group in terms of speaking and listening;
3. there is a significant difference between the levels of communicative competence of the pretest and posttest in the control group as evident in the computed z values in terms of speaking and listening;
4. the data do not provide enough evidence to prove its significance; however, there is a comparable difference between the pretest mean scores of the experimental and control groups in terms of speaking and listening. It shows that neither of the groups is better than the other at the start of the study;
5. there is a significant difference between the posttest mean scores of the experimental and control groups.

It is then recommended by the author that:

1. interactive activities such as: (Audio-Aided) Radio Casting, (Material-Aided) Picture Chat, (Computer-Television Aided) Brainstorming on Photo and Hot Seat (Dilemma) should be used in English classes as they enhance the students' communicative competence in speaking and listening. Secondary school teachers must use interactive activities in their classes, thus to enhance the students' communicative competence in speaking and listening;
2. interactive activities should be included in English subject curriculum;
3. curriculum designers must align lessons to an interactive one to meet the standards of the Restructured Basic Education Curriculum in English; and
4. other related studies to this research should also be considered.

APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Master of Education in Language Teaching major in English, this thesis entitled **“INTERACTIVE ACTIVITIES AND COMMUNICATIVE COMPETENCE IN SPEAKING AND LISTENING OF JUNIOR HIGH SCHOOL STUDENTS”** written and submitted by *Leonida Porras-Piorac*, has been examined and is hereby recommended for approval and acceptance.


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CONTENTS

Title Page	i
Abstract	ii
Approval Sheet	iv
Acknowledgments	ix
Chapter I	
Background of the Study	1
The Problem	7
Hypothesis	8
Significance of the Study	8
Scope and Delimitation of the Study	10
Chapter II	
Review of Related Literature	11
Communicative Competence	12
Communication Focused Class Activities	15
Some Interactive Activities	20
Related Studies	21
Theoretical Framework	25
Conceptual Framework	28
Definition of Terms	29

Chapter III

Subjects of the Study	31
Research Instrument	31
Research Design	32
Procedure of the Study	34

Chapter IV

Presentation, Analysis, and Interpretation of Data

Levels of Communicative Competence of the Experimental and Control Group	44
Levels of Communicative Competence of the Experimental Group	47
Levels of Communicative Competence of the Control Group	48
Difference Between the Pretest Mean Score of the Experimental and Control Groups	50
Difference Between the Posttest Mean Score of the Experimental and Control Groups	52

Chapter V

Summary	53
Findings	54
Conclusions	57
Recommendations	58
Bibliography	60
Appendices	
A 1 – Letter to Conduct Experimental Research	65

A 2 – Letter to Conduct Pretest and Posttest	66
B1 – B3 – Letter Requesting Experts to Validate Oral Tests	67
B4 - Ratings of Experts as to the Validity of the Research Instrument . . .	70
C – Oral Examination	71
D – The Schultz Communicative Competence Scale	93
E – Individual Oral Proficiency Rating Sheet	95
F 1 – Interactive Activities Pretest Result of the Control Group	97
F 2 - Interactive Activities Pretest Result of the Experimental Group . . .	98
F 3 - Interactive Activities Posttest Result of the Control Group	99
F 4 - Interactive Activities Posttest Result of the Experimental Group . .	100
G1 – Z-Test	101
G2 – Testing Hypotheses	104
H – Reliability Test Split-Half Method	107
I 1 - Students in their PC-TV Aided Hot Seat (Dilemma) Oral Test . . .	108
I 2 – Students in their Material Aided Picture Chat Oral Test	109
I 3- Students in their PC-TV Oral Brainstorming on Photo Oral Test . . .	110
J – Sample Lesson Plans in English III Based on the Basic Education Curriculum Topics	111
K - (BEC) Learning Competencies in Third Year for the Third Quarter . .	154
Curriculum Vitae.	159

TABLES

Table I

Pretest and Posttest Ratings of the Experimental and Control Group by Interactive Activities	45
--	----

Table 2

Computed z values between pretest and posttest scores of experimental group per activity	48
--	----

Table 3

Computed z values between pretest and posttest scores of the control group	49
--	----

Table 4

Computed z values between the pretest and posttest scores of the experimental group and control group	51
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