

## COMMUNICATIVE LANGUAGE TEACHING STRATEGIES ON GRADE VI PUPILS' READING COMPREHENSION SKILLS

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### ABSTRACT

*The study was conducted to determine if Communicative Language Teaching (CLT) Strategies affect the reading comprehension skills of the Grade VI pupils. It employed a mixed method which involved both qualitative and quantitative type of researches. The quantitative part included pre-test and post-test as well as the survey questionnaires answered by the pupils. Data gathered for the quantitative part were analyzed using frequency counts, percentages, and weighted means. The study was experimental in nature that utilized two groups, the experimental and the control group. The control group made use of the traditional method which is teacher-centered while the experimental group was taught using the seven CLT strategies.*

*Results showed that CLT strategies are more effective as compared to the traditional method. Significant difference existed between the two different methods in addressing the reading comprehension skills of the pupils at 0.01 significance level. Correlation analysis further proved that highly significant relationship exists between the role play strategy and the reading comprehension of the pupils. However, no significant relationship was found between the reading comprehension of the pupils and the other CLT strategies – Information Gaps ( $p=0.462$ ), Games ( $p=0.200$ ), Language Exchange ( $p=0.058$ ), Interview ( $p=0.089$ ), Pair Work ( $p=0.077$ ), and Learning by Teaching ( $p=.307$ ). Among the seven strategies employed in Communicative Language Teaching, role playing was the most preferred by the pupils.*

**Keywords:** *Communicative Language Teaching, Role Playing, Information Gap, Language Exchange, Pair Work*

### INTRODUCTION

Targeting for quality education has been a long dream of every school especially in the improvement of the reading performance of the learners. Teaching reading challenges most teachers to do their bests. It is extremely demanding and the constraints and realities of classroom life often cause teachers to formulate mechanical instructions to make classroom life more meaningful. Hence, the teachers must strategically orchestrate instruction more.

Reading can be meaningful and enjoyable through the Communicative Language Teaching (CLT) Strategies. In CLT, teaching learners is more student-centered because classroom performance is not only managed by the teacher, but also by the students. Group activities such as games, role play and discussion aim to create real-life communicative situations and give students an opportunity to practice communicating and learning from each other. The main role of the teacher is

that of a facilitator who creates a learning environment for students to use the language. As for textbooks, authentic texts which a learner might encounter in real life are emphasized, for example, menus, time schedules, letters, newspapers, advertisements and the like.

Weatherman (2013) explained Communicative Language Teaching as an approach to second language teaching which seeks to facilitate meaningful communication among students and instructor primarily in the target language through task-based activities which encourage language learners to negotiate using whatever resources they have at any given level of language competency.

Likewise, Thamarana (2012) discussed in his study that CLT is one of the latest humanistic approaches to teaching which centered on language and provides more opportunity to learner to practice the target language in spite of its limitation. Basically, the usual worry of most ESL learners is how they can use the

language alone and can communicate using English in different real communicative situations like when someone is on a trip, in a meeting or in a restaurant. Since language is a means of communication and CLT may enable the learners to effectively communicate in real life situation, it is inferred that CLT may fulfill the actual goal of teaching a language which is to improve learners' communicative competence.

This was supported by Munera (2014) as he mentioned in his study that the primary focus of CLT is to help the learners create meaning rather than help them develop perfect grammar or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how learners have developed their communicative competence. Some speaking activities allow students to parrot dialogue from textbooks or are designed for pattern practice. While these passive speaking activities have their place, active speaking should be encouraged. Active speaking involves getting the students to think while they are formulating responses.

Regarding the role of the students, Viet Thue Assignment (2015) cited Atkins et.al (1996) as he described the students in a communicative language classroom who are active learner in learning process. CLT class demands highly cooperative and interactive roles of both teachers and students. Moreover, the various teaching and learning methods require the appropriate variation of teachers and students' roles; it is necessary for teachers and students to comprehend their role in order to build a supportive and effective learning environment.

Rhalmi (2009) also pointed out the advantages of CLT approach in teaching. It doesn't focus only on the traditional structural syllabus but it takes into consideration the communicative dimension of language. CLT provides vitality and motivation within the classroom. It capitalizes on the interest and needs of the learner in a world where communication of information and information technology has broken new considerable ground, CLT can play an important role in education.

In Teaching English For All (2011), the range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation meaning, and interaction. A wide variety of instructional materials have been used to support communicative approaches to language teaching. Practitioners of CLT view materials as a way of influencing quality of classroom interaction and language use. Richard and Rogers (2001)

consider three kinds of materials used in CLT: text-based materials, task-based materials, and realia.

There are eight strategies employed in CLT and of these is the information gap. Yuniarti (2009) disclosed in his study that information gap was an effective technique in speaking English by considering the implementation of group work and choosing some interesting materials and applying some procedures. Information Gap could reduce the pupils' nervousness to speak in English, made speaking lesson more enjoyable, motivated the students to speak English and taught students how to ask and give information with their friends.

Children learn best when the content is relevant to them and when they connect new learning with old according to Baldanza (2016). She added that playing Games has strengthened teacher-student and student-student relationship in her school. The students like games because they have fun and learn at the same time, and teachers like games too because it help build students' academic confidence, as well as social and problem solving skills.

Another CLT strategy is Language Exchange. According to Nascimento (2015), language exchange has many advantages like improving the learners' listening and comprehension skills simultaneously, it made the commitment stronger, it is less structure, it is more fun and relaxed setting.

Role Play according to Limbu (2012) is any speaking activity where you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself in an imaginary situation. It is widely agreed that learning takes place when activities are engaging and memorable.

A definition and description of interview was mentioned by Hays and Mandel (2009), they said that the major reason would appear to be the major realization that interviewing is important to the future communication lives of the students. Interviewing may be one of the most relevant communication events a student can study.

In addition, pair work is another way to practice summarizing for students to tell stories or answer questions in pair then relate their partners' story on answers to other students according to Hilliard (2014). Working in pairs gives opportunity to interact with a variety of people and learn from one another.

Learning by teaching according to Hanke (2012) is the basic idea known as peer tutoring is that the learners take the role of the teacher for a certain time in class. This period can be the whole lesson or only the time needed for a special activity. During this time period,

learners who take the role of the teacher may present a new subject to the other learners, lead discussions, help each other in solving learning tasks, and so on.

Reading is important to everyday life and for access to world literature. It is a powerful tool for developing speech and language. Sagum (2014) cited Evans and Green (2007) that English performance focusing on reading comprehension is very important. Since the teaching of reading is a major objective of schools, the focus of most learning disability programs has ultimately been reading. Even in business world, reading in English plays a significant role in the lives of professional especially professionals in the field of English for communication.

Reading comprehension is reading with complete understanding of text. It involves knowledge of vocabulary, understanding of sentences structure or syntax, and interpretation of the intention of the writer. The teaching of reading comprehension begins with the correct usage of grammar because it is an essential factor for understanding the context of a passage (Boston, Hale, et.al 2011). Once the student becomes proficient decoders, they begin to focus on assessing what they say and so they construct meaning by reading for facts and identifying main ideas.

According to a report of Reading Recovery Council of North America (2012), the early years of learning are critical for literacy acquisition. From the first day at school, all pupils need the opportunity to participate to good literacy program in their Kindergarten classrooms. Opportunities presented in Kindergarten often set the stage for later learning.

Similarly, Flavier (2014) cited that in the process of learning to read, one should master the symbols of written language including letters of the alphabet and the sounds they represent. One also learns word meanings and sentence patterns. Understanding main ideas, recognizing and relating details, making inferences, drawing conclusions, and predicting outcomes are reading skills that learners learn and practice in language arts reading program.

There is a considerably body of scientific research that identify effective ways to teach pupil to read (National Reading Panel, 2012). Five areas of instruction have been identified that are critical elements to success in teaching reading. There are phonemic awareness where readers understand that written words can be spoken and that they use particular speech sounds when they read a word; phonics which is a system for remembering how to read words; fluency which is the ability to read a text accurately and quickly; vocabulary which refers to the printed words and oral vocabulary is the word used when speaking and reading; and lastly text comprehension which has

its purpose of reading with understanding what is read.

According to Siah and Kwok (2010), one of the key elements in a quality education is reading, which the United Nations Educational, Scientific and Cultural Organization has claimed to be one of the most important foundations of a basic education.

Reading sets the early foundation of education and is likely predictor of future academic success (Krausse, 2011). Children who do not read well are in grave danger of doing poorly in school and are at risk of dropping out. Because success in reading is so important, principals and teachers face unrelenting pressure to produce high test scores. The stakes involved in seeing that the children become readers has produced an ongoing controversy over the merits of the entire language and phonics.

According to Wilson (2016), effective teaching is a continual work in progress. As educators, adapting the practice each year to a new group of students, each of whom brings a unique blend of strengths, challenges, and experiences to learning are very essential. Adopting new curricula and apply new standards and mandates are also important. Teachers are always on lookout for new approaches and strategies demonstrated by educational research to work in the classroom.

Today, education at all levels is gearing towards computer-centric learning environment but this research tried to look into the effect of Communicative Language Teaching Strategies on Grade VI pupils' reading comprehension skills.

## STATEMENT OF THE PROBLEM

The study aimed at determining the effectiveness of Communicative Language Teaching Strategies on the Grade VI pupils' reading comprehension skills.

Specifically, the study sought answers to the following problems:

1. What is the reading comprehension level of Grade VI pupils in Pre-test/ Posttest when subjected to:
  - 1.1 Traditional method; and
  - 1.2 Experimental method?
2. Is there any significant difference on the reading comprehension skills of Grade VI pupils when subjected to:
  - 2.1 Traditional method; and
  - 2.2 Experimental method?
3. How may the Communicative Language Teaching Strategies be described in terms of:
  - 3.1 Information Gaps;
  - 3.2 Games;
  - 3.3 Language Exchange;

- 3.4 Role Plays;
- 3.5 Interviews;
- 3.6 Pair work; and
- 3.7 Learning by Teaching?
4. Is there any significant relationship among the CLT Strategies and the pupils' reading comprehension level?
5. Which strategies do pupils prefer among the seven strategies in the Communicative Language Teaching in teaching reading comprehension skills?
  - 5.1 Information Gaps,
  - 5.2 Games,
  - 5.3 Language Exchange,
  - 5.4 Role plays,
  - 5.5 Interviews,
  - 5.6 Pair work or
  - 5.7 Learning by Teaching
6. What is the pupils' perception on the intervention made using the CLT strategies in the teaching-learning process?

## CONCEPTUAL FRAMEWORK

The study aimed to find the effectiveness of Communicative Language Teaching on the Grade VI pupils' reading comprehension skills at Sampaloc Elementary School in the third and fourth quarter of School Year 2017-2018.

The study was premised on the Schema Theory that can be applied in reading comprehension. Bartlett (1932) as cited in Recker (1997) described schema theory as how a knowledge is acquired, process, and organized. According to this theory, knowledge is a network of mental frames or cognitive constructs called schemata. Schemata (plural of schema) are psychological concepts that were proposed as a form of mental representation of selected chunks of knowledge, which are then stored in the long term memory. It is often used to assist the learning of a second language, since it usually requires reading mastery texts in the target language. If we fail to create insufficient number of schemata when reading a text, then reading comprehension and consequently mastering another language will become difficult.

According to Lily, E. and Green, C. (2014), reading programs based on Behaviorist Theory, which was still used by some school systems today, are fast-paced, teacher-directed approaches based on the behaviorist science in 1970s. Children learn language by repeating words and sentences modeled by the teachers, and working through sequences of reading skills in workbook and programmed texts. The act of reading is seen in a series of isolated skills addressed by teachers hierarchically and scientifically.

Language knowledge and abilities should be cultivated in natural language environment. Traditional

language teaching mainly cultivates language knowledge (pronunciation, grammar, and vocabulary) and basic language abilities (listening, speaking, reading and writing) separately. It insists that knowledge and language skills should be taught from the easy to the difficult ones. This violates the natural law that the students follow in learning a language. This is not an effective way of learning language. The famous psychologist, Piaget (1952) pointed out that people's language ability is developed gradually during the course of probing the world actively (Tan, Xiugui, 1996). The famous Russian psychologist found that people obtain language knowledge and language abilities into rich, real, natural language environments the students gradually and actively master the language, including language knowledge and basic language abilities.

Maryna (2014) cited Hymes' theory of communicative competence (1977) where a normal child acquires knowledge of sentences not only grammatical but also appropriate. They acquire competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what matter. The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes referred to as communicative competence.

However, Rhalmi (2009) cited in his study the shortcomings structuralism and behaviorism according to Noam Chomsky (1965). The theories underlying the audio-lingual method and the situational language teaching were widely criticized during 1960s. Chomsky, for instance, rejected the structuralism view of language and demonstrated that there is a distinction between performance and competence. He also showed, rightly, that structuralism and behaviorism were unable to account for one fundamental aspect of language, namely creativity and uniqueness of individual sentences. A child is able to produce an infinite number of sentences that s/he has never encountered. This makes the factors of imitation, repetition and habit formation weak arguments to account for any language learning theory



Figure 1. *Paradigm of the Study*

Figure 1 presents the paradigm of the study based on the use of Communicative Language Teaching Strategies on reading comprehension skills of Grade VI pupils.

The inputs were the lessons on reading comprehension skills taught by the teacher. The processes were the Communicative Language Teaching Strategies such as information gaps, games, language exchange, role plays, interviews, pair work and learning by teaching that were used in each lesson in reading with an expected output of enhanced reading comprehension skills of the pupils.

## **METHODS**

This chapter presents the research design, data gathering techniques, sampling procedure, and data analysis scheme used in the study.

### **RESEARCH DESIGN**

The main purpose of the study was to determine the effectiveness of Communicative Language Teaching Strategies to enhance the reading comprehension skills of pupils. In order to obtain this objective, the researcher employed Mixed Method of Research.

The study involved two sections of Grade VI pupils in Sampaloc Elementary School. The experimental group was the Grade VI- Rizal which was exposed to Communicative Language Teaching during the reading session while the control group was the Grade VI- Bonifacio which was exposed to traditional approach during reading.

An experimental method probed into the cause of an effect by exposing one or more experimental groups to one or more treatment or condition. Pre-test and Post-test were employed to both groups to find out the effectiveness of Communicative Language Teaching strategies to Grade VI pupils' reading comprehension skills. At the same time, the researcher also used descriptive survey to collect data on pupils' preferences as regards the CLT strategies.

In collecting qualitative data, interview was conducted to five selected participants of the experimental group to gain additional information regarding their experiences towards the CLT strategies employed by their teacher.

### **DATA GATHERING TECHNIQUES**

Fifty-five Grade VI pupils of Sampaloc Elementary School were used as the main source of data in the study. The Pretest in the Philippine Individual Reading Inventory for School Year 2017-2018 provided by Department of Education, Division of Bulacan was used as the main instrument to measure the reading comprehension skills of the pupils.

Reading comprehension skill was measured and written and to be filled-out by the researcher. The reading levels were frustration for those whose scores in reading comprehension test ranges from 0-29, instructional for those whose scores ranges from 30-39 and independent readers for those whose scores are 40-50.

The questionnaire was answered by the pupils- respondents. It measured the definition of Communicative Language Teaching Strategies based on the observation of the pupils. At the end of the questionnaire the pupils chose which CLT strategies they preferred most.

An interview guide questions were given after the conduct of the 14-week study. Since the research employed purposive sampling, five selected pupils from the experimental class were the sources of data in the interview.

Pretest for reading was administered to the experimental and control group inside the classroom. It was composed of 50-item reading comprehension test, multiple choices. During the treatment period, there were selections to be read, and a formative question to be given afterwards. After the treatment period, a post test was administered using 50-item multiple choice of reading comprehension test. Activities were done following a timetable.

In first and second week, the researcher used Information Gap as strategy of CLT. It took place between pupils though the teacher can demonstrate the activity. The two pupils asked each other questions to which they did not know the answer, these questions were called referential questions. The goal of the activity was for the pupils to discover certain information, whether about the person or related to the specific activity.

Find your partner: Whole class participated and each pupil was given a card with an image on it. Pupils circulated and tried to find the person with the same image by asking yes or no questions. The pupils may not ask "Do you have an elephant" if their image is, for example, an elephant. They must ask more descriptive questions, for example "Does your thing have 4 legs?" or "Does your thing live in the jungle?"

Words on back: Pupils worked in large groups or as a whole class. Each pupil had a word attached to his or her back; the pupils circulated asking each other yes or no questions to determine what word is on their back.

Games as strategy of CLT was used on the third and fourth week experiment. Games were used to enhance CLT in reading through different activities. Example of games were The Last Man Standing and Finding the Treasure.



Following Directions: It's a Treasure. The treasure hunt reading comprehension games does just the trick. To play: 1. Hide the different treasures (cards, small balls and beanies) in the classroom. 2. Write a short story and clues that tell where to find the treasure. 3. Divide the pupils and give a map and clue sheet to locate the treasure. The clue sheet should begin with a short text that describes an actual or fictional event in the past. The story should include the name of the characters and vague descriptions of the treasures involved. The rest of the clue sheet should be filled with hints, codes and even secret messages for students to decode.

The Last Man Standing. This game was fast-paced, but allowed pupils some time to think. It also encouraged peer learning, as pupils picked up on words they heard others speaking. To play the game, grab a ball and have all the pupils form a circle. Name a category or theme, such as things found in the kitchen, food, professions, and so on. Begin by tossing the ball at a pupil. That pupil shouted a word related to the theme and throw the ball to another pupil. As each person caught the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines. Do not worry, children will still be learning! Take things up a notch with a different version of "Last Man Standing." Instead of naming a theme, each student gives the next student another theme. For example, the teacher might start off with "something red." The first pupil to catch the ball could say "strawberry" and then choose another topic and throw the ball to the next pupil. This makes the game much more difficult, since students cannot think of a word until they know what their theme is.

In the fifth and sixth week, Language Exchange was used. This strategy of CLT used actions and descriptions to communicate pupil-to-pupils based from the selection read. Examples of activities were charade and taboo words.

Charade is similar to Pictionary, but it uses actions to communicate the secret word in place of photos. This is a great game for those days when the class is dragging and pupils were falling asleep. Get them up and get them moving. Write down words on slips of paper for pupils to choose. Verbs are likely to be the easiest, but you can also use more complicated words, provided that teachers are sure most of the pupils know the words. Divide the class into two teams and have one person from each team choose a piece of paper and act out the word. The teams must guess the correct word before three minutes run out. For each correct word, that team receives point first is the winning team.

Taboo words helped the pupils practice with synonyms and descriptions. Separate the class in half

and have the two teams sit on opposite sides of the room, facing each other. Each team will choose a person to sit in front of their team, facing them in the "hot seat." Teacher stood behind the pupils and hold up a piece of paper with a word on it. The pupils in the hot seats will not be able to see these papers. Teams have three minutes or any amount of time you want to set to get their hot seat member to say the word on the paper. The catch is, they cannot say the word under any circumstances. Tips for playing in a large class. If you have more than 12 pupils in a class, things can get a little chaotic with this game. In this case, it is usually simpler to divide everyone into teams of 5-6 members and have only one team go at a time.

On the seventh and eighth week, Role-play was used as strategy in CLT. The pupils were asked to act out the role of others and played the thoughts and feelings of each character according to the story or selection read.

Interview was used on the ninth and tenth week. This strategy of CLT was taken in the classroom environment in which pupils were given the whole information or selection which was obtained by interviewing their partner according to the selection read.

Pair Work was used on eleventh and twelfth week. This CLT strategy used pair of pupils which have the opportunity to speak to each other in English. This activity maximized their talking time and minimized the teacher's talking time. Pupils in pair brainstorm more ideas and practice more on language use.

Learning by Teaching strategy was used on the thirteenth and fourteenth week. In this strategy of CLT the role of the pupils as a teacher manager for a period of time. The learners who take the role of the teacher presented the lesson or selection read to the other learners, lead discussions help each other in solving learning tasks, and so on.

On the other hand, the teacher in the traditional class used the Traditional Method in teaching reading comprehension. Traditional class also had Pretest before undergoing 14-week experimentation. In the traditional method of teaching reading, it stressed teacher classroom dominance. The teacher was the center of the class and was responsible for all the presentation and explanation of the selection to be read. After reading the selection, the pupils answered ten comprehension checkup questions. After 14 weeks, they answered the Posttest on reading comprehension.

The results were tabulated and analyzed. Likewise, a frequency count of the correct answers of the respondents were tabulated for further treatment of the data.

## SAMPLING PROCEDURES

This study used purposive sampling method because of the limited number of respondents that were used as primary data source in the experimental group. In this particular method, very small sample sizes and the uncommon characteristics of populations make up the total sample size, the researcher look at these samples in depth using qualitative research method through an interview guide. The population of this study came from Sampaloc Elementary School Grade VI class.

**Table 2.** *Distribution of Respondents*

Sections	Population of Respondents		
	Male	Female	Total
Grade VI-Rizal	14	13	27
Grade VI-Bonifacio	15	13	28
Total	29	26	55

From the total number of size of pupils in the said grade level, the number of pupils was divided according to their sections then they were subjected to Pre-test Philippine Individual Reading Inventory materials from 2017-2018 by the researcher and the result was used to assess them to their reading level.

## DATA ANALYSIS SCHEME

To come up with the interpretations of the results of pretest and posttest of the two groups, t-test was computed. According to Frost (2016), T-test is handy hypothesis test in statistics when the researcher wants to compare means. It can compare a sample mean to a hypothesized or target value using one-sample t-test. This statistics can compare the means of two groups with a two-sample t-test.

For in-depth analysis, the researcher utilized both descriptive and inferential statistics. To answer the problem number four, correlation in statistics was used.

## RESULTS AND DISCUSSION

This chapter includes the presentation of the data and results of quantitative analysis and qualitative discourse and comprehensively addresses the concerns of the study.

### READING COMPREHENSION LEVEL OF GRADE VI PUPILS IN PRE-TEST/ POSTTEST WHEN SUBJECTED TRADITIONAL METHOD

Traditional method of teaching relies mainly on textbooks, presentation of materials, and emphasizes on basic skills. With traditional method of teaching, learners are passive absorbers of information and

authority while teachers are sources of information and authority. Most class time is spent with the teacher lecturing and the learners watching and listening.

The reading comprehension level of Grade VI pupils in Pre-test/Posttest when subjected to Traditional method is shown in table 5.

**Table 5.** *Frequency Distribution of Respondents' Level of Reading Comprehension in Traditional Class*

Score	PRETEST			POSTTEST		
	F	%	Verbal Interpretation	F	%	Verbal Interpretation
40-50	0	0.0	Independent Reader	4	14.29	Independent Reader
30-39	2	7.14	Instructional Reader	3	10.71	Instructional Reader
0-29	26	92.86	Frustration Reader	21	75.00	Frustration Reader
Range	13 - 37			15 - 42		
Mean	21.96			25.93		
Verbal Interpretation	Frustration Reader			Frustration Reader		
Standard Deviation	5.507			7.552		

As can be seen in the table, during the 50-item pre-test, 26 pupils obtained scores that ranged from 0 to 29 which can be classified as frustration readers. There were also two pupils whose scores ranged from 30-39 which can be called as instructional readers. It can be implied that during the pre-test, majority of the pupils in the traditional class were below average in terms of their reading comprehension. During the post-test, it can be noticed that the number of frustration readers were lessened to 21 while the instructional readers increased to three pupils. The table further displays that four pupils have improved to independent readers whose scores ranged from 40-50. This implies that during the post-test, the reading comprehension skills in the traditional class increased. Further examination of the same table reveals that the mean scores during the pre-test and post-test in the traditional class has increased from 21.96 to 25.93 respectively.

Results implied that the traditional approach employed is effective since the mean scores of the pupils have increased though in average, the pupils in this group were classified as frustration readers before and after the test.

### READING COMPREHENSION LEVEL OF GRADE VI PUPILS IN PRE-TEST/ POSTTEST WHEN SUBJECTED TO EXPERIMENTAL METHOD

Communicative language teaching strategies are additional strategies that help teacher to teach pupils and design lessons in reading for pupils to easily comprehend and master. Experimental method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

This study involved experimental method which utilized a variety of strategies which aimed to increase the reading comprehension skills of Grade VI pupils.

The reading comprehension level of the pupils in the experimental class is presented in table 6.

**Table 6.** Frequency Distribution of Respondents' Level of Reading Comprehension in Experimental Class

Score	PRETEST			POSTTEST		
	F	%	Verbal Interpretation	F	%	Verbal Interpretation
40-50	1	3.70	Independent Reader	1	3.70	Independent Reader
30-39	9	33.33	Instructional Reader	13	48.15	Instructional Reader
0-29	17	62.97	Frustration Reader	13	48.15	Frustration Reader
Range	12 - 40			14 - 48		
Mean	25.96			30.22		
Verbal Interpretation	Frustration Reader			Instructional Reader		
Standard Deviation	7.133			6.5123		

As the table reveals, after subjecting the students to the experimental method which is the Communicative Language Teaching Strategies, it is proven that there is a favorable increase in the reading comprehension of the students.

It can be gleaned in the table that in the pre-test, seventeen pupils scored with a range of 0 to 29, nine have scores that ranged from 30-39 and one obtained a score with a range that fall from 40-50. All of whom were classified as frustration, instructional and independent readers respectively. Results in the pre-test implied that the pupils have reading comprehension skill below average during this period as they were also classified in general as frustration readers.

In the post-test, results showed that the scores of the pupils in the experimental class have significantly increased from 25.96 to 30.22. It can also be noted that the number of frustration readers decreased to 13 and the instructional readers were increased to 13 pupils. Still, only one pupil was classified as independent reader whose score ranged from 40-50.

Results in the post-test implied that Communicative Language Teaching (CLT) Strategies as employed in the experimental class is helpful in developing the comprehension level of the pupils. This can be inferred from their mean scores and the pupils' classification from frustration readers to instructional readers.

The experimental class interviewees were asked regarding their insights and reflections on how the CLT strategies helped pupils easily understand the selection in reading. Their responses are as follows: "CLT is used in communicating in English Reading classes," "CLT helps pupils to show their talents and skills in different activities in CLT," "Dahil sa CLT nagkakaron po ako ng

*pagkakataon na makausap ang mga kaklase ko sa wikang Ingles," "Maraming mga activities na nakababasa ng aking pagbasa at pagsasalita sa wikang Ingles," and "CLT are the best ways to improve my reading and comprehension."*

In any manner, CLT strategies motivates the pupils which enable them to be more interested in the lesson. At the same time, CLT strategies give more opportunities to learn more English words through various engaging activities. This implies that CLT strategies enhanced the communication and comprehension skills of pupils.

## SIGNIFICANT DIFFERENCE ON THE READING COMPREHENSION SKILLS OF GRADE VI PUPILS WHEN SUBJECTED TO TRADITIONAL METHOD AND EXPERIMENTAL METHOD

Pretest for reading was administered to the experimental and traditional class inside the classroom. After the treatment period, a post test was administered using 50-item multiple choice of reading comprehension test. In this part of the study, the difference on the reading comprehension skills of Grade VI pupils when subjected to Traditional method and Experimental method (teaching reading with the aid of CLT Strategies) were compared. These were done to determine the effectiveness of Communicative Language Teaching Strategies and the traditional method in teaching reading comprehension to Grade VI pupils.

Table 7 reveals the significant difference on the reading comprehension skills of Grade VI pupils when subjected to traditional and experimental method.

**Table 7.** T-test Analysis on the difference between the reading comprehension skills of Grade VI pupils in Pretest and Posttest using Traditional and Communicative Language Teaching Strategy

Teaching Approach/Method	Test	Mean	SD	Mean Difference	t-value	p-value
Traditional Method	Pretest	21.96	5.507	-3.97	-3.132**	0.004
	Posttest	25.93	7.552			
Communicative Language Teaching	Pretest	25.96	7.133	-4.259	-4.173**	0.010
	Posttest	30.22	6.512			

Legend: \*\* significant difference  $p < 0.01$

It can be seen from table 7 that at 0.01 level of significance, there is a significant difference between the two variables in the study. This highly significant relationship can be noted from the computed p-value of 0.004 in the traditional approach which is less than the 0.01 significance level and the computed p-value of 0.010 in the Communicative Language Teaching approach which is equal to 0.01 level of significance.

Results would imply that using differentiated instruction is more effective than the traditional method of lecture-discussion dominated by the teacher. Employing more interactive activities like that of the Communicative Language Teaching strategies



motivate the pupils to participate during the teaching-learning process. In a student-centered environment, learning moves pupils from passive receivers of information to active participants in their own discovery process. That is why incorporating different strategies is very essential to help the learners develop the skills and competencies that they need to acquire.

As responded by the learners in the experimental group with regard to how the pupils appreciate reading stories or selection aided by CLT strategies, the responses of the pupils are as follows: *“Di lang po sa reading magandang CLT kundi nagiging mas malikbain ang mga mag-aaral na tulad ko,” “Hindi boring ang mga kwento kapag may CLT na ginagamit,” “I appreciate CLT because we are happy and participate,” “I like CLT because pupils learn how to speak and read in English with comprehension,” and “I appreciate CLT by reading to improve my reading comprehension.”*

As explained, CLT strategies give chance to pupils experience real-life situations which help them fully understand the lessons. It enables pupils to express themselves in the most creative way they could. CLT strategies also enable the pupils to learn from their peers. Moreover, CLT strategies enables pupils learn by doing.

## COMMUNICATIVE LANGUAGE TEACHING STRATEGIES

### Information Gaps

Information gaps in teaching offered the opportunity for natural learning inside the classroom. Pupils were very happy to use vocabulary and grammar they know rather than just allow the target selection in the lesson. In the present study, information gap was an activity where pupils were missing the information they need to complete the task and need to talk to each other to find it. The strategy provided an opportunity for extended speaking practice, represented real communication, motivation was high, and required sub-skills like clarifying meaning, and rephrasing. Typical types of information gaps activities were describe and draw, spot the difference, jigsaw readings and listening and split dictations.

The frequency distribution and descriptive measure of communicative language teaching strategies in terms of Information Gaps is presented in table 8.

**Table 8.** Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Information Gaps

Item Statement	5	4	3	2	1	Mean	VD
1. Information gap activities offered the opportunity of natural learning.	19 (70.4)	7 (25.9)	1 (3.7)	0 (0.0)	0 (0.0)	4.67	VHE
2. Information gap activity learning provides a relaxed atmosphere.	21 (77.8)	6 (22.2)	0 (0.0)	0 (0.0)	0 (0.0)	4.78	VHE
3. Vocabulary of the pupils are improved and chances of practice in English are evident.	21 (77.8)	4 (14.8)	2 (7.4)	0 (0.0)	0 (0.0)	4.70	VHE
4. Pupils are motivated to learn and confident to speak in English.	19 (70.4)	8 (29.6)	0 (0.0)	0 (0.0)	0 (0.0)	4.70	VHE
5. Expression of oneself is easier in information gap activities.	19 (70.4)	5 (18.5)	3 (11.1)	0 (0.0)	0 (0.0)	4.59	VHE
Overall Mean						4.69	VHE

#### Legend: Rating Scale

4.21 – 5.00  
3.41 – 4.20  
2.61 – 3.40  
1.81 – 2.60  
1.00 – 1.80

#### Verbal Description

Very Highly Evident (VHE)  
Highly Evident (HE)  
Moderately Evident (ME)  
Slightly Evident (SE)  
Not Evident (NE)

As can be seen from the table, that the pupil-respondents strongly believed the information gap activity learning provides a relaxed atmosphere as evident in their highest mean rating of 4.78 which has a verbal description of very highly evident.

It implied that the pupil-respondents have a positive impression in using information gaps to increase the level of their reading comprehension. Positive impressions were shown in their accomplished activities like Find your Partner, Words on Back, and Fill-in the Missing Words as they enthusiastically cooperated and used the English language as means of communication. Results would also imply that information gap activities have reduced the pupils' nervousness to speak in English since they were just talking and asking questions with their peers. The activities made English lesson more enjoyable, motivated the pupils to speak in English and taught the pupils how to ask and give information to their peers.

On the other hand, the students gave their lowest mean rating of 4.59 to the statement expression of oneself is easier in information gap activities which also has a verbal description of very highly evident. Moreover, all of the responses including the overall mean recorded mean ratings which have a verbal description of very highly evident.

It implies that pupils express their inner self through the power of language. In information gaps, speaking and listening are the two tools to make communication more fruitful. Lack of these skills can create misunderstandings in the teaching-learning process. Therefore, importance of self-expression through talking is vital to connect with the whole class.

### Games

A game is simply a form of play that excites the senses and captivates the learners; all the ingredients teachers want pupils to have in their classrooms. It is one of the CLT strategies that is a great tactile tool to get the pupils excited about learning and adds a level of interaction by creating unique experiences and offers different types of collaborations. In the present study, the games consumed twenty minutes and the discussion proper consumed twenty minutes.

Table 9 exhibits the frequency distribution and descriptive measure of Communicative Language Teaching Strategies in terms of games.

**Table 9.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Games*

Item Statement	5	4	3	2	1	Mean	VD
1. The internalization of communication games in teaching reading arouses pupils' interest in the selection or passage.	21 (77.8)	5 (18.5)	1 (3.7)	0 (0.0)	0 (0.0)	4.74	VHE
2. Practical application of concepts discussed helps pupils understand the selection read.	18 (66.7)	7 (25.9)	2 (7.4)	0 (0.0)	0 (0.0)	4.59	VHE
3. It intensifies the pupils' competence of the language.	25 (92.6)	2 (7.4)	0 (0.0)	0 (0.0)	0 (0.0)	4.93	VHE
4. Pupils enjoy exercising memory power and make them more creative and imaginative.	21 (77.8)	6 (22.2)	0 (0.0)	0 (0.0)	0 (0.0)	4.78	VHE
5. It removes the feeling of alienation from the group and an enjoyable method of achieving educational objective.	20 (74.1)	7 (25.9)	0 (0.0)	0 (0.0)	0 (0.0)	4.74	VHE
Overall Mean						4.76	VHE

#### Legend: Rating Scale

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

#### Verbal Description

Very Highly Evident (VHE)

Highly Evident (HE)

Moderately Evident (ME)

Slightly Evident (SE)

Not Evident (NE)

From table 9, it can be seen that all of the pupils' responses including the overall mean of 4.76 obtained the highest verbal description of very highly evident. They perceived that games intensify the pupils' competence of the language as evident in their highest mean rating of 4.93.

This data would imply that the pupils perceived that games can be very engaging especially when they performed the games such as the last man standing and finding the treasure. Games made the lesson more fun and enjoyable which enabled the pupils to better understand the lessons and helped them improve their reading comprehension skills. Games offered healthy competition, the possibility to win, and the possibility to engaged to something fun. Adding games to reading instructions was a great strategy to improve literacy skills.

However, it is very highly evident, that the lowest

mean response of the pupils was in the practical application of concepts discussed helped the pupils understand the selection read which mean rating was 4.59. It implied that in terms of practical application, reading and writing go hand in hand, both skills work together to improve each other. When pupils are engaged in writing, they end up working on their reading skills at the same time. Using writing while playing games is a sneaky way to disguise practicing things like fluency, comprehension, and phonics.

### Language Exchange

Language exchange enables the pupils to interact with one another by acting and describing the selections that they have read. In this study, some of the activities done by the pupils in language exchange were charades and taboo words.

Table 10 presents the analyzed data for the frequency distribution and descriptive measure of communicative language teaching strategies in terms of language exchange.

**Table 10.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Language Exchange*

Item Statement	5	4	3	2	1	Mean	VD
1. The teacher reinforces that oral participation by pupils is a necessary requirement for success in learning English.	24 (88.9)	3 (11.1)	1 (3.7)	0 (0.0)	0 (0.0)	4.89	VHE
2. Usage of vocabulary in the first place, makes present teaching practices easier and most efficient.	21 (77.8)	6 (22.2)	0 (0.0)	0 (0.0)	0 (0.0)	4.78	VHE
3. Pupils' exposure to language provides opportunities to develop understanding the second language.	19 (70.4)	6 (22.2)	1 (3.7)	1 (3.7)	0 (0.0)	4.59	VHE
4. Strategy that stress the importance of pupils' achievement	22 (81.5)	5 (18.5)	0 (0.0)	0 (0.0)	0 (0.0)	4.81	VHE
5. Strategy prioritizes in-class interaction and supports are essential for pupils' growth	22 (81.5)	4 (14.8)	1 (0.0)	0 (0.0)	0 (0.0)	4.78	VHE
Overall Mean						4.78	VHE

#### Legend: Rating Scale

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

#### Verbal Description

Very Highly Evident (VHE)

Highly Evident (HE)

Moderately Evident (ME)

Slightly Evident (SE)

Not Evident (NE)

As manifested in the table, all the item statements recorded a verbal description of very highly evident ranged from 4.59 – 4.89. The pupils gave their highest mean response of 4.89 to the statement the teacher reinforces that oral participation by pupils is a necessary requirement for success in learning English which has the highest verbal description of very highly evident.

Results would imply that pupils perceived that the teachers play a vital role for them to learn the English language. This conforms to the principle

that the teachers are the facilitators of learning. A Teachers should give their best to transfer learning to the students. Teachers should explain the need to present oral participation as a collective responsibility of the class rather than just an individual responsibility. Asking pupils to respond to a peer's response helps to facilitate a conversation. As well, positive reinforcing such as contributions builds the sense of collectivism. The performance of the learners will always go directly proportional with that of the performance of a teacher. Thus, learners' outputs will always be a reflection of what the teacher has taught.

Meanwhile, the lowest mean rating of 4.59 was obtained in the statement the pupils' exposure to language provides opportunities to develop understanding the second language. It can be implied that there was lack of exposure to different labels with words and pictures in the classroom environment which enables pupils to constantly connect in the written language to be read. Teachers must then display labels or words based on the pupils' needs and interest to provide the frustration readers' support in the classroom. Pupils' exposure to language and environment has an impact on their motivation, thus, a low anxiety language learning environment increases the chance for acquisition.

It is indeed a challenge to the teachers to keep themselves abreast of all the trends in terms of the teaching strategies especially in the 21<sup>st</sup> century where the learners easily get distracted of many factors that always affect their performance. A teacher should not stop from learning and adapting necessary strategies to the diverse kinds of learners of this generation. However, pupils also perceived that they were not exposed much to the use of language in the language exchange activities as manifested in their lowest mean rating for this strategy. This may be due to the fact that the charades and taboo words were dominated by the most active pupils in class. In cases like this, the teacher must be extra vigilant in giving activities and should see to it that the activities were not monopolized by the few.

Productive teachers should think creatively and make classroom experiences exciting for pupils. Teachers must identify ways to leap outside of the educational norms and create experiences that are unexpected, unique, and memorable.

### *Role Plays*

Role play is a technique that allows pupils to explore the realistic situation by interacting with other pupils in a managed way in order to develop experience and try different strategies in a supported environment. Depending on the attention of the activity, pupils playing a role similar to their own or can play the opposite part of the conversation. To provide the possibility of significant learning, role plays were done to gain

and encourage the pupils to develop an understanding of the situation from the opposite point of view. The frequency distribution and descriptive measure of Communicative Language Teaching Strategies in terms of Role Plays is reflected in table 11.

**Table 11.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Role Plays*

Item Statement	5	4	3	2	1	Mean	VD
1. Role playing strategies are enjoyable, pupils apply content relevant, real world context.	24 (88.9)	2 (7.4)	1 (3.7)	0 (0.0)	0 (0.0)	4.85	VHE
2. Pupils see the relevance of the content handling real world situations.	17 (63.0)	7 (25.9)	3 (11.1)	0 (0.0)	0 (0.0)	4.52	VHE
3. Role playing helps pupils remember information more than traditional methods.	24 (88.9)	3 (11.1)	0 (0.0)	0 (0.0)	0 (0.0)	4.89	VHE
4. Pupils enjoy working with others during role-playing projects.	12 (44.4)	13 (48.1)	2 (7.4)	0 (0.0)	0 (0.0)	4.37	VHE
5. Pupils prefer hands-on activities and engage in higher order thinking and learn content in deeper way.	19 (70.4)	6 (22.2)	1 (3.7)	1 (3.7)	0 (0.0)	4.59	VHE
Overall Mean						4.64	VHE

#### **Legend: Rating Scale**

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

#### **Verbal Description**

Very Highly Evident (VHE)

Highly Evident (HE)

Moderately Evident (ME)

Slightly Evident (SE)

Not Evident (NE)

As can be gleaned in the table, the pupils highly perceived that role playing helps pupils remember information more than traditional methods as evident from their highest mean rating of 4.89 which also obtained the highest verbal description of very highly evident.

Results implied that the pupils love role playing activities because they enabled them act out the role of others and played the thoughts and feelings of each character according to the story or selection read. They enjoyed portraying the characters in the selections *The Rat*, *Beauty* and *First Night in the City*. Pupils' involvement in the Role Playing created both an emotional and intellectual attachment to subject matter at hand. In the current study, role play allowed pupils to make mistakes in a nonthreatening environment. The complexity of role situations were minimized using the method with pupils according to their attention spans and because of that pupils easily remember information from a positive climate that often results to see themselves as others see them.

Meanwhile, as the lowest mean score of 4.37 with a verbal description of very highly evident, the pupils somehow perceived that pupils enjoy working with others during role-playing projects. It implied that involvement of the role playing participants can create both an emotional and emotional



attachment to the selection read. Teachers must accurately match the problem situation to the needs of the class, solving of realistic life problems can be the expected outcome. Moreover, all the other statements including the overall mean of 4.64 have the highest verbal description of very highly evident.

### Interviews

Through interviews, reading, writing, listening and speaking skills can be developed. As pupils ask questions and take notes, they listen carefully for the speaker's main ideas as well as the supporting details. This will also help them enhance their comprehension skills. Interview was proven important because it connected both interviewer and interviewee. An interviewer can collect additional relevant information that can be used in the comprehension check-up in reading. To endow with the opportunity of significant learning interviews were done to expand and persuade the pupils to develop communication in a two-way process.

Table 12 reveals the frequency distribution and descriptive measure of communicative language teaching strategies in terms of interviews.

**Table 12.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Interviews*

Item Statement	5	4	3	2	1	Mean	VD
1. The pupils will have their special needs met by asking questions framed by them, and by receiving more timely, personal and complete feedback.	23 (85.2)	2 (7.4)	2 (7.4)	0 (0.0)	0 (0.0)	4.78	VHE
2. Teachers lead pupils towards convergent thinking.	22 (81.5)	4 (14.8)	1 (3.7)	0 (0.0)	0 (0.0)	4.78	VHE
3. Pupils develop clarity of diction and alertness while responding to the teacher.	13 (48.1)	10 (37.0)	3 (11.1)	1 (3.7)	0 (0.0)	4.30	VHE
4. Interactive listening plays an important role in language learning.	22 (81.5)	5 (18.5)	0 (0.0)	0 (0.0)	0 (0.0)	4.81	VHE
5. The effective use of reception strategies by listeners in interaction can solve immediate understanding problems and facilitate long-term language learning.	18 (66.7)	8 (29.6)	1 (3.7)	0 (0.0)	0 (0.0)	4.463	VHE
Overall Mean						4.66	VHE

#### Legend: Rating Scale

4.21 – 5.00  
3.41 – 4.20  
2.61 – 3.40  
1.81 – 2.60  
1.00 – 1.80

#### Verbal Description

Very Highly Evident (VHE)  
Highly Evident (HE)  
Moderately Evident (ME)  
Slightly Evident (SE)  
Not Evident (NE)

As can be noticed from the table, all of the statements as well as the overall mean of 4.66 marked the highest verbal description of very highly evident. The pupils have given their highest mean rating on interactive listening to have an important role in language learning. This implied that the pupil-respondents believed that listening is essential in

learning language. Through listening, learners will be able to understand what is being taught. Teachers should give the pupils equal chances on discussing their insights inside the classrooms so that the others will take time to listen. Speaking in chorus should be avoided since this creates noise and will distract the pupils.

Meanwhile, the lowest mean rating of 4.30 with a verbal description of very highly evident were given by the pupils to the statement pupils develop clarity of diction and alertness while responding to the teacher.

This would imply that pupils were not able to observe themselves to respond quickly to their teachers during the conduct of the interview. More often, pupils tend to get nervous during interviews. This could be the reason why it took them time to answer the questions asked by the teacher. At times, pupils got nervous because they are very conscious with their grammar and the way they speak and also to commit mistakes.

### Pair work

Pair work is great for practicing model dialogues and playing games in reading and language. Working in pair gives individual pupils a lot of speaking time. If working together, pupils often have more confidence as compared to completing exercises individually.

The results on pair work as used in communicative language teaching are presented in table 13.

**Table 13.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Pair Work*

Item Statement	5	4	3	2	1	Mean	VD
1. In order to communicate pupils' expectations they must offer a set of standards and examples that moves their discussion from generality to practice.	19 (70.4)	4 (14.8)	3 (11.1)	1 (3.7)	0 (0.0)	4.52	VHE
2. Learning to develop interaction pattern requires an investment of time and effort by the students.	22 (81.5)	5 (18.5)	0 (0.0)	0 (0.0)	0 (0.0)	4.81	VHE
3. The social interaction dimensions of the pupils are reflected through the contacts with teachers, friends and other pupil conversations.	16 (59.3)	8 (29.6)	2 (7.4)	1 (3.7)	0 (0.0)	4.44	VHE
4. Encouraging more frequent use of the discussion method by pair provides the students the opportunity to create and manipulate.	20 (74.1)	7 (25.9)	0 (0.0)	0 (0.0)	0 (0.0)	4.74	VHE
5. Classroom discussion that are educative, reflective and structured promote critical thinking and engage pupils in productive social interaction and let them assume responsibility for their own learning.	21 (77.8)	4 (14.8)	1 (3.7)	1 (3.7)	0 (0.0)	4.67	VHE
Overall Mean						4.64	VHE

#### Legend: Rating Scale

4.21 – 5.00  
3.41 – 4.20  
2.61 – 3.40

#### Verbal Description

Very Highly Evident (VHE)  
Highly Evident (HE)  
Moderately Evident (ME)

1.81 – 2.60	Slightly Evident (SE)
1.00 – 1.80	Not Evident (NE)

It is clear in the table that the highest mean recorded is 4.81 on the statement learning to develop interaction pattern requires an investment of time and effort by the pupils.

Results implied that the pupil-respondents are aware about the fact that learning will not only depend on their teacher but most especially to them. They have to exert effort in order for them to learn and develop their communicative skills. It only means that learning to develop interaction pattern requires an investment of time and effort by the pupils. As they say, it takes two to tango. Not only will the teachers have to do their part, but also the pupils in order to achieve the learning objectives and the desired outcomes.

Meanwhile, the lowest is 4.44 on the statement social interaction dimensions of the pupils are reflected through the contacts with teachers, friends and other pupil conversations, both of which obtained the highest verbal description of very highly evident. All the other items also obtained a verbal description of very highly evident. The overall mean for all the items were 4.64 with a verbal description of very highly evident.

This implied that pair work activities encouraged teamwork and taught the pupils socially acceptable skills for helping their peers in reading and comprehending. Thus, they promote understanding and tolerance of those who are having a hard time in reading and may even play a role in reducing bullying. Teachers benefit as well by encouraging the pupils to help each other rather than having all the instruction coming from the teachers.

In addition, pair work is harder to monitor than group work because there are going to be more pairs of pupils than group of pupils. Teachers should be sure that everyone has a very dear understanding of the material before beginning any activity. The best way to monitor is to walk around the classroom during the activity.

### *Learning by Teaching*

Learning by teaching allowed pupils to prepare and to teach a lesson or part of a lesson to their peer. It should not to be confused with presentations or lectures by pupils because pupils not only convey certain tasks, but also choose their own method of approaches in teaching that particular lesson to their classmates. A good way to help in learning a subject matter or a selection is to teach the material to others. This forces the pupil-teacher to review the material and reinforces it into his memory. One way to informally teach is to explain the materials to their peers who are having difficulty with the lessons.

Table 14 exhibits the frequency distribution and descriptive measure of communicative language teaching strategies in terms of learning by teaching.

**Table 14.** *Frequency Distribution and Descriptive Measure of Communicative Language Teaching Strategies in terms of Learning by Teaching*

Item Statement	5	4	3	2	1	Mean	VD
1. Pupils who could manipulate situation and people in the classroom are described as smart or real characters.	21 (77.8)	6 (22.2)	0 (0.0)	0 (0.0)	0 (0.0)	4.78	VHE
2. The strategy provide the pupils with responsibility, to participate fully in the lesson process.	17 (63.0)	8 (29.6)	2 (7.4)	0 (0.0)	0 (0.0)	4.56	VHE
3. Interactive mode of teaching is found to be suitable for every subject in all stages of learning process.	17 (63.0)	9 (33.3)	1 (3.7)	0 (0.0)	0 (0.0)	4.56	VHE
4. Pupils' expression of vies externalizes their built-in language learning ability.	20 (74.1)	6 (22.2)	1 (3.7)	0 (0.0)	0 (0.0)	4.70	VHE
5. Teacher acts as language model and informant, as a corrector, as a provider of feedback on group and individual performance.	17 (63.0)	6 (22.2)	4 (14.8)	0 (0.0)	0 (0.0)	4.48	VHE
<b>Overall Mean</b>						<b>4.62</b>	<b>VHE</b>

#### **Legend: Rating Scale**

4.21 – 5.00  
3.41 – 4.20  
2.61 – 3.40  
1.81 – 2.60  
1.00 – 1.80

#### **Verbal Description**

Very Highly Evident (VHE)  
Highly Evident (HE)  
Moderately Evident (ME)  
Slightly Evident (SE)  
Not Evident (NE)

It can be seen from the table that the items in this variable obtained an overall mean of 4.62 with a verbal description of very highly evident. The pupil-respondents gave their highest mean rating of 4.78 which also has the highest verbal description of very highly evident on the statement pupils who could manipulate situation and people in the classroom are described as smart or real characters.

These would imply that the pupils perceived that some of their classmates tend to influence them by teaching and sharing them what they know. Usually, the pupils who have the ability to teach their classmates have also the chance to manipulate the other pupils. This way, they can influence their peers with what they will believe and do especially that they were not yet grown-ups who know how to weigh things before believing other people's insights and opinions. Some of these pupils who are more superior with the other pupils also tend to take advantage of others before sharing what they know.

On the other hand, the lowest mean score of 4.48 which also has a verbal description of very highly evident was about the teacher acts as language model and informant, as a corrector, as a provider of feedback on group and individual performance.

This implied that teacher served as a language



model for the pupils. While remaining the person with whom the pupils will communicate often, one of the main functions of the teacher was to discover or invent ways to encourage pupils to communicate meaningfully with each other. Instead of actively directing and controlling all the activities set up the classroom for meaningful practice and then take on the role of a resource person.

### SIGNIFICANT RELATIONSHIP BETWEEN THE CLT STRATEGIES AND THE PUPILS' READING COMPREHENSION LEVEL

Communicative Language Teaching is an innovation in English language proficiency that emphasized on the process of communication rather than mastery of language form leads to different roles of learners. The purpose of CLT is to help pupils produce authentic language and communicate with others. To produce authentic language does not mean developing speaking skills only. CLT integrates multiples skills such as listening, writing, and reading. The significant relationship between the CLT strategies and the pupils' reading comprehension level to know which among the seven CLT strategies had the highest significant relationship to reading comprehension.

Table 15 exhibits the correlation analysis between the Communicative Learning Teaching strategies and the pupils' reading comprehension level.

**Table 15.** *Correlation Analysis between the Communicative Language Teaching and the pupils' reading comprehension level*

Communicative Language Teaching	Pupils' Reading Comprehension Level
1. Information Gaps	0.148 ns (0.462)
2. Games	0.254 ns (0.200)
3. Language Exchange	0.368 ns (0.058)
4. Role plays	1.485** (0.010)
5. Interview	0.334 ns (0.089)
6. Pair Work	0.346 ns (0.077)
7. Learning by Teaching	0.204 ns (0.307)

Legend: Rating Scale: \*\* highly significant ( $p \leq 0.01$ ) ; not significant numbers in the upper entry are r-values numbers enclosed in parentheses are p-values

As can be seen in the table, among the seven CLT strategies, highly significant relationship existed only between role plays and pupils' reading comprehension level. This can be noted from the computed p-value of .010 which is equal to 0.01 level of significance. In this strategy, the selections acted out by the pupils were *The Rat*, *Beauty* and *First Night in the City*. In these selections, the pupils were given the opportunity to enjoy and portray the characters and experience

the roles that they don't get to experience in real life. This may have created a mark among the pupils which enabled them to enhance their comprehension skills when this strategy was employed. Being able to experience different roles enabled them to gain better understanding of the topics at hand.

Implication of the result would mean that being able to experience different roles enabled the learners to develop better understanding of the subject matter and thus will also enhanced their reading comprehension level. Learning through experience is always proven effective in developing the skills and competencies the learners need to acquire such as reading comprehension. Experiencing different roles will make the learners more involved and their participation will help them understand what is being taught by the teacher. Thus, role playing activities should be employed by a teacher to aid learners' reading comprehension level.

Learners being interviewed with the questions on the insights and perceptions as to the intervention made using the CLT strategies in the teaching-learning process, the pupils' answers were the following: "*CLT made me love reading,*" "*It is excellent and recommendable to other pupils and teachers,*" "*CLT are good in communicating,*" "*CLT proved to me that reading can be fun and enjoyable,*" and "*CLT helped me develop my speaking and comprehension skills.*"

In any manner, CLT strategies help in improving the comprehension skills of pupils, make reading more fun and exciting, and enable the pupils to communicate effectively and learn the lesson at a faster rate. They also increase pupils' motivation and interest in the lessons. Accordingly, communicative language teaching strategies were very effective in enhancing the reading comprehension skills of the pupils.

### STRATEGIES THAT PUPILS PREFER THE MOST AMONG THE SEVEN STRATEGIES IN THE COMMUNICATIVE LANGUAGE TEACHING IN TEACHING READING COMPREHENSION SKILLS

CLT strategies rooted from the theory of language teaching that starts from a communicative model of language and language use, where the goal of language is to develop communicative competence through the use of authentic text, task-based task activities, cooperative strategies and real-world communication situation.

The CLT strategies which were preferred mostly by the pupils are manifested in table 16.

**Table 16.** *Frequency and Descriptive measure of the Pupils preferred the most among the Communicative Language Teaching strategies*

Communicative Language Teaching	Frequency	Percent
1. Information Gaps	1	3.7
2. Games	4	14.8
3. Language Exchange	0	0.0
4. Role plays	19	70.4
5. Interview	0	0.0
6. Pair Work	2	7.4
7. Learning by Teaching	1	3.7
<b>Total</b>	<b>27</b>	<b>100</b>

As the table reveals, 19 or 70.4% of the pupil-respondents answered role play as the strategy they preferred the most. It is followed by games which are preferred by four pupils, then pair work for two pupils, and learning by teaching and information gaps were preferred only by one pupil each. This implied that pupils enjoy role playing activities because doing such can be fun and motivating while learning at the same time. On role-play, pupils were asked to act out the role of others and played the thoughts and feelings of each character according to the story or selection read.

However, no pupil preferred language exchange and interview. Pupils did not prefer language exchange and interviews. In the language exchange strategy, activities included charades and taboo words. These may have influenced the pupils' preference of such strategy. Charades require proper act to be able to guess what is being referred to in just a span of time. The pupils had the difficulty in guessing since it has time limit and some of their classmates cannot even act out properly and the descriptions sometimes do not compliment with the selections read. Interview on the other hand was not preferred by the pupils because it required more or less the ability of being fluent or well-versed with the English language. The pupils were very conscious of their diction and grammar so they tend not to answer and be silent. Usually, when pupils are not that good in speaking the language, they tend to be less participative because of the fear of committing mistakes and thus also make them feel intimidated. Interview was conducted in the classroom environment in which pupils were given the whole information or selection which was obtained by interviewing their partner according to the selection read.

In the Information Gap strategy, two pupils asked each other questions to which they do not know the answer; these questions were called referential questions. The goal of the activity was for the pupils to discover certain information, whether about the person or related to the specific activity. Games were used to enhance CLT in reading through different activities. These games were The Last Man Standing

and Finding the Treasure. Language Exchange used actions and descriptions to communicate pupil-to-pupils based from the selection read. Activities in this strategy were charade and taboo words.

Pair Work on the other hand used pair of pupils which have the opportunity to speak each other in English. This maximized their talking time and minimized the teacher's talking time. Pupils in pair brainstorm more ideas and practice more language. Finally, Learning by teaching strategy was employed on the thirteenth and fourteenth week. In this strategy, the role of the pupils was as a teacher manager for a period of time. The learners who take the role of the teacher presented the lesson or selection read to the other learners, leads the discussions and helped others in solving learning tasks.

Role playing was the CLT strategy most preferred by the pupils. Through role playing, pupils can become anyone they like for a short time. They can be the president, the queen, a millionaire, a pop star, the choice is endless. In this study, the pupils enjoyed acting out the characters in the selection *The Rat*, *Beauty and First Night in the City*. During the role playing activities, the pupils were very participative and creative in acting out the characters assigned to them. Some even uttered that they would like to be future actors and actresses who appears on televisions. They were very motivated and creative in preparing their props and delivering their lines.

As responded by the pupils from the experimental group, role playing was the most preferred. In terms of the pupils' insights and reflections as to the best practices and innovations applied in CLT, the responses of the pupils are as follows: *"Role play dahil nadedvelop po ang aking self-confidence at gumagaling kami sa pagbasa," "Role play dahil nagagampanan naming ang iba't-ibang role sa kwento," "The best practices are role play and games because pupils are being active," "The best practices are role play, games and pair work,"* and *"Role play because the students are having fun."*

As explained, CLT using role plays help improve the reading comprehension of pupils, capture the attention of the pupils, encourages higher participation rate among pupils and also develops teamwork among the pupils. Thus, pupils believed that they learn best when they are subjected to enjoyable and engaging activities like acting out characters in a selection.

## FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings based on the data gathered and analyzed, the conclusions and recommendations.

## FINDINGS

The study determined the effectiveness of Communicative Language Teaching Strategies on the Grade VI pupils' reading comprehension skills. It employed the descriptive type of research. It is an experimental type of research that made use of two sections, the experimental and the control group. The control group made use of the traditional method while the experimental group was taught using the CLT strategies. Through the use of the Statistical Package for Social Sciences (SPSS), data gathered were tabulated and analyzed.

Pre-test and Post-test revealed that in the traditional method, the pupils were categorized as frustration readers while in the experimental method using CLT strategies, the pupils improved from frustration readers to instructional readers.

Using T-test at 0.01 level of significance, significant difference existed between the two different methods in addressing the comprehension skills of the pupils.

Among the seven strategies employed in Communicative Language Teaching, role playing is the most preferred by the pupils.

As to the association between the Communicative Language Teaching Strategies and the pupils' reading comprehension, results proved that there exists a highly significant relationship between the Role play strategy and the reading comprehension of the pupils.

## CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

There is a significant difference between the students' reading comprehension skills in pretest and posttest before and after subjecting them to traditional approach and with the use of Communicative Language Teaching Strategies.

There is a significant relationship between the Communicative Language Teaching Strategies and the reading comprehension level of the pupils.

## RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Teachers should utilize various teaching strategies to make the lessons more interesting to the pupils.

2. Teachers should give more practical activities such as drill, remediation activity, and daily reflection that are essential in enhancing the reading comprehension skills of the pupils in grade six.
3. Teachers should also employ strategies addressing the misbehavior of the learners and encourage their participation on all the activities to achieve desirable learning outcomes.
4. Proper conduct of interview must be carried out to ensure that insights and perceptions of the respondents will be gathered as well as to assess the interventions made using CLT strategies in the teaching-learning process.
5. It is recommended to focus the study not only in the third and fourth quarter only. The complexity of the lesson in CLT would be easily seen if the future researchers will start from first up to fourth quarter of the school year.
6. For future researchers, further study along this line could be conducted. Inclusion of some other teaching strategies like cohesion activity, gap fill, jigsaw reading, mingle activity, model sentence, plenary, scrambled reading, film watching and song listening could be considered to further improve the pupils' performance in reading comprehension.

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