Efficacy Of Multimedia In Teaching Communicative Skills In Filipino

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***Abstract*— It is a challenge for Filipino educators to consider the communicative readiness of those belonging to the new generation. It is necessary to seek strategies and approaches for teaching and learning the Filipino language as a tool for communication. This study aims to assess the effectiveness of multimedia technology as an approach to teaching writing and speaking in Filipino. The two groups of the participant are the students of Bachelor of Technology Teacher Education (BTTE) at Cebu Technological University-Main Campus, Cebu City. The research combines qualitative and quantitative methods to ascertain the overall scores of the two groups on the use of multimedia technology in teaching the different types of creative expression. The traditional group showed no difference in pre-test and post-test with marginal writer description. In contrast, the multimedia technology group gained marginal writers in pre-test and post-test, which rose to a good writer. The traditional group acquired and had post-test progress in fluency in verbal ability. Meanwhile, the multimedia technology group has remained at the level of eloquence. In addition, the effectiveness and use of traditional and multimedia in the teaching and learning process using multimedia as a technique and approach is more effective when combined for the development of writing and speaking. It also helps boost motivation, develops self-efficacy, and above all increases awareness. Results show that enhanced tools will help improve the quality of teaching the Filipino language and will help improve the speaking and writing skills that would suit the interests and needs of the new generation.**

Keywords—efficacy, communicative skills, Filipino, multimedia, teaching

I. INTRODUCTION

The critical influence on the student's acquired knowledge and skills in writing and speaking is one primary concern in pedagogical content. It is a necessity for the changing time as innovation for the new generation and the rapid acceptance of the existing modern methods of teaching and learning. Innovative and effective teaching should be free-flowing in achieving the vision of teaching as one goal of education (Subramani, 2018; Modebelu, 2012). With the changes in technology, today's educational environment needs to keep pace with the rapid change experienced by intensifying new knowledge for use in teaching and the execution of the mission and vision of education to expand learning. Further studies by researchers showed that it is appropriate for the teacher to be critical and creative and establish a classroom environment favorable to thinking and creativity (Celliers, 2017; Prensky, 2001).

As a teacher of the new generation, the researcher believes that teaching methods and styles can enhance with the help of the latest technological knowledge with its equipment in the written and oral communicative ability. Communication is essential to teachers and, above all, to students who need good communication (Khan, 2017). Cultivating a skill in writing and speaking is an acceptable means of communication locally and universally, which is also a necessity in media and information communication at this present time (Khan, 2010; Prabavathi, 2018). This is to give more value and attention to extensive communicative skills for extraordinary opportunities. It is only fitting that this study is designed to be innovative, adaptive, responsive to time development, and based on life skills. Multimedia supports and improves students' writing skills (Kumar, 2016). We are in the era of the so-called iGeneration. In short, the youth are surrounded by modern technology and the growing interest in various opportunities to use technology. The emergence of the technological revolution can be fully realized in this study for teaching. A fusion of teachers' strengths and students' passion is ideal for meaningful classroom relationships. It is necessary to use electronic equipment and apply it to the strategy (Wang, 2017).

The effect caused by the audio-visual devices, in Paivio's view Nilson (2010) stated in dual coding theory how the visual works in conjunction with the word or text. In Nilson's interpretation of Paivio's dual coding theory which refers to half of the brain. Explained that while the left side of the brain processes verbal symbols and the right side is visual. Objects presented in the same way work in the same part of the brain, doubling the number of neurons that flow and form synapses. This is just important evidence that students are developing skills when it comes to visual presentations which arouses their interest and makes it easy for them to show imagination, artistry, and resourcefulness.

Improving the productivity of the teaching and learning process is the goal of technology (Qurat-ul-Ain & Shajid et al., 2019). However, cultivating activities to learn instead of just from the four corners of the classroom is more expansive in the way they can read information from the internet that can be done using their gadgets or computers. Self Efficacy of Bandura's Theory is expressed in the study of (Girasoli et al., 2008; Maddux, 2012). Taking into consideration the techniques and activities and more focus on the student's competence (Pun, 2013). There is a negative relationship between the perception and self-efficacy of the respondents stated between students' perspective and self -determination on the use of Information Communications Technology (ICT) and attitudes is not strong (Eyvind, 2017). Apart from being instantaneous and comfortable with the interaction of teacher and students and in the process of teaching and learning and it also enhances the interaction (Qurat-ul-Ain, 2019).

Materials and Methods

Research Design

This research is a combination of qualitative and quantitative methods. The researcher uses a qualitative method to present the analysis of the data gathered from multimedia technology as an approach to teaching and learning communicative ability in writing and speaking. It also ensures that the analytical-descriptive method is used to ascertain the descriptions of the overall scores from multimedia technology in teaching creative expression in the Filipino language. Quantitative is used to present the total scores found in the assessment calculated on writing and speaking skills.

Research Environment

The study was conducted at Cebu Technological University. In general, CTU specializes Technology, Engineering, Agriculture, Education, advanced professional and technical instructions, and other related fields of study. It has four different colleges and one is the College of Teacher Education offering different programs for becoming teachers who are geared toward technology-oriented individuals.

Research Respondents

The participants were students taught by the researcher from the two sections of Bachelor of Technology Teacher Education. This program is a degree program that provides students with the knowledge and skills to teach technical-vocational courses. It aims to equip students with a strong theoretical understanding of teaching and technology. The respondents of the study were chosen because the researcher believes that there is a need since teaching and learning are inculcated in this program. It is the great responsibility of the teacher-researcher to prepare the students to develop and improve their communication skills in writing and speaking. There were 44 students handled by the researcher. In addition, the researcher is also handling the two sections, which will make it easier to gather the necessary data.

Research Instrument

The researcher used the teacher-made rubric for the writing skills base on the following three categories; content, mechanics, and organization. The rubric was used for speaking ability to be rated by the three faculty in the following categories; pronunciation, fluency of language, unity of statement, and vocabulary. After the required data were collected, statistical analyzes were used for the proper presentation.

Research Procedure

To evaluate the overall efficacy of the multimedia approach in teaching Filipino communicative skills to the traditional group and multimedia technology group. The pre-test was given to two groups of students to measure speaking and writing ability before conducting the multimedia technology approach instruction. After the lectures and discussions on the topic, a post-test was given to the two groups with a minimal modification arranged and developed. The prepared rubric was used for the assessment of writing and speaking activities. The writing rubric has a corresponding point for content (thought, clarity of ideas); mechanics (spelling, punctuation, sentence use), and organization (unity, relevance, and coherence). The total score is twenty-five (25) points with the corresponding level and description. The rubric was used for speaking ability with the pronunciation, correct use of words and sentences, vocabulary (sentences/vocabulary), language fluency, and understanding/unity of the statement.

The researcher was the only one who rated the writing component of the respondents. While the researcher and another two competent and has extensive teaching experience educators were selected as raters. After the teaching was conducted, data were gathered and collected for interpretation. To determine the level of communicative ability of the students in their writing component, the weighted mean formula was used and the median was not determined because the researcher was the only one who rated the two groups of students. In the speaking ability, the mean, median, and the weighted mean formula were used because there were three faculty who rated the two groups of students.

Ethical Considerations

To take into account the ethical considerations of the research, the researcher informed the students of the purpose of the study about the recorded activities to be delivered and carried out by the students. They were informed that the purpose of any information, scores, and data collected in the survey will remain secure and confidential until the end of the study. More importantly, students' identification will remain private and will respect the identity of each respondent. On the other hand, for ethical consideration of the raters, the researcher decided to keep the identity confidential.

Results and discussion

This section contains the collected analysis after teaching different types of creative expressions to develop writing and speaking ability.

The following results were observed from the respondent's scores based on the collected data. It can be said that the two groups belonging to the modern generation and the exposure to modern technological equipment have their essence and distinction. Respondents are part of what can be considered among Generation Z students who keep up with the virtual world that rely on visual learning and are willing to interact in class (Cilliers, 2017; Wang, 2017) that the classroom is no longer the only learning environment, but that students are part of the overall discussion so that interaction takes place.

Table 1 shows the analysis in the traditional group with no change from their pre-test to post-test compared to the result of the multimedia technology group. The marginal writer's description from the pre-test has remained until the post-test of the traditional group which indicates that most students used familiar or common grammatical expressions. It lacked concepts, the structure of writing and presentation was often misspelled, and vocabulary caused errors and vague meaning. While the multimedia technology group showed marginal writers in a pre-test who became good writers in the post-test because the majority assessed and based on the following descriptors that their writing agreed with the tone and purpose of writing, use of language, well-structured, accurate vocabulary consistent with expression, and reasonable grammatical control but not moderately a hindrance to expressions. Many factors can be considered as factors in students' performance (Dary, et al. 1999) and one of them is learning preference style. However, an observational method of writing was found to be more effective than learning preference (Loo et al. 2018). Technology such as electronic devices; PowerPoint presentations, videos, and projectors also help repeatedly show the teacher's example to enhance students' writing skills (Kumar et al. 2016). It is indicated from the table that there is a significant increase in the level of writing skills from the multimedia technology group in the teaching of Filipino. It is inferred that the performance of writing was enhanced by the standards components presented one by one and how it was performed that may have led to the development of their composition writing skills and reading more information. Writing competence implies that active learning approaches and methods for individual learning references can be different concerns (Dary, 1999). It only indicates that despite the interest and exposure to modern electronic equipment or technology, attitudes and perceptions, preferences, and views on the benefits it brings have still can lift any skills in both writing and speaking skills.

Table 2 shows the traditional group and multimedia technology groups' speaking communicative abilities. Derived from the results that the traditional group who had the actual speaking test had a description of a Moderately good speaker in the pre-test, which referred to categories such as pronunciation stress, has a speech error that is often mispronounced, shows uncomfortable speaking, difficulty in using ideas and in expression occasionally thinking for the words to use. It can be concluded that the traditional group may have the factors for showing an increase in speaking ability like experienced instructions that allowed them to express themselves well. The progress in their post-test with the description of Good speakers was because they spoke well except for a few inaccuracies, had accurate vocabulary on the subject, were often hindered in pronunciation, and were able to use formal speech. Therefore, the data shows that both average mean and median are very close to each other with a difference of less than one (1) unit. This implies that the computed average mean is reliable as the measure of central tendency.

With the development of the traditional group's speaking skills, it can also be analyzed that the practice and constant activities have been effective for this group such as productive skills (Anjayani, 2016) are like spoken skills that students are required to be able to speak. Khan N. (2010) also stated that watching and listening to the media is also an important way to oral skills that are easily accessible such as youtube, Facebook, and others on the internet to imitate and practice well that be easily shown during discussions. Methods using interactive activities are also an effective way to better performance as long as it adapts to the student's needs (Anjayani, 2016).

The multimedia technology group did not show a difference or increase in their speaking ability which may imply that the student's interest to adapt multimedia technology in their speaking performances does not affect any skill possessed or acquired. Though the interaction that takes place in the teaching and learning process through the technological devices becomes more positive it cannot be ruled out that students agree on the benefits caused by it (Qurat-ul-Ain, et al. 2019). Despite the result and the fact that it had nothing to do with the communicative ability of the two groups, it can be said that knowledge and exposure to multimedia technology will remain the only preference to be used at specific and any class period. Based on the combined idea of McCoy, M. (2010); Khan, N: Arshad A. (2010); Qurat-ul-Ain, (2019), this only indicates a bias in the effectiveness of classroom communication that requires a well-organized teaching and learning communication process, while Khan, N, Arshad Ali added (2010) that more emphasis should be placed on the quality of books at the primary level, adequate speaking time. Also related to the statement on the Constructivist perspective, at this point, students have the opportunity to learn freely with the help of technology (Bilbao, et al. 2008). They also develop the ability to analyze and solve problems based on their experience. Their minds become rich to discover and use critical understanding based on their perspective

and situation in conjunction with the continuous development of wisdom.

The effective use of some electronic equipment and multimedia in teaching-learning can provide a valuable and engaging way for the classroom by addressing the generation's passion for the virtual while keeping pace with classroom interaction (Proserpio, 2017). In this way, thoughts, feelings, and opinions can express quickly, effectively, clearly, and efficiently to develop speaking and writing communicative skills in the productive process (Prensky, 2001) which is the primary goal of teaching. Engaging learning environment along with the use of technology is an effective approach to developing the communicative competence of the students (Al Aqad, 2012; Gilakjani, 2013). Recognizing and developing students' abilities is essential to apply strategies and activities that will facilitate and help ignite interest and enthusiasm and carry out classroom activities and communicative activities that fit the welfare of students and are relevant to the current reality of life.

Conclusion

The use of multimedia in teaching Filipino has been proven to be effective in this study. Advantages of media images, verbal, visual, and acquired activities related to past experiences were noted among the students. It helps boost motivation, develops self-efficacy, and above all, increases awareness. It keeps pace with the students' interests, leading to the development of their communication skills in Filipino. It also indicates that there is a greater need to use technology to achieve a successful teaching and learning process to enhance the students' writing and speaking skills in Filipino.

Tables

Table 1. Level of Writing Skills of Traditional Group and Multimedia Technology Group

Group		Mean	SD	Description
Traditional	Pre	16.82	2.47	Marginal writer
	Post	18.85	2.56	Marginal writer
Multimedia Technology	Pre	17.50	1.77	Marginal writer
	Post	20.18	1.62	Good writer

Table2. Level of Writing Skills of Traditional Group and Multimedia Technology Group

Group		Mean	Median	SD	Description
Traditional	Pre	17	17.09	5.24	Moderately good speaker
	Post	20	19.05	3.35	Good speaker
Multimedia Technology	Pre	19.91	17.73	3.32	Good speaker
	Post	20.91	20.23	2.45	Good speaker

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