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## THE DEVELOPED COMMUNICATIVE LANGUAGE-BASED MODULES IN ORAL COMMUNICATION

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### ABSTRACT

The focus of this study was to develop and validate Communicative LanguageBased Modules in Oral Communication. This study followed the design and development research method. The respondents of the study, who were chosen through a simple random sampling technique, were 30 Grade 8 learners from Casile Integrated National High School who underwent the pretest and posttest of the developed CLT-based Modules were considered. Validators of this study were one master teacher, two Learning Resource coordinators, one English coordinator, and six English teachers from different schools. Using the four-point Likert Scale, simple mean, and t-test for independent samples. The findings revealed that the developed and validated CLT-based Modules were highly valid in terms objectives, topics, directions, and exercises. Similarly, the results of the assessment made by the experts on the level of acceptability in terms of functionality, accuracy, suitability, usability, and efficiency were all highly acceptable. There was significant difference between the pre-test and post-test of the learners. Thus, the CLTbased Modules can be used as instructional material that can help students develop their communicative competence. Exercises and CLT activities were

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equipped with real-life situations which will encourage students to use their natural strategies to produce meaning and allow them to use the language for different purposes and function.

**Keywords:** *Communicative Language Teaching Approach, communicative competence, modules, CLT activities*

## INTRODUCTION

In 2020, the World Health Organization declared a pandemic. The virus was first identified as COVID-19 in December 2019 in Wuhan, China. It is a communicable disease where an infected person may experience mild to moderate respiratory illness. Abruptly, everything changed. Both global and national societies were affected. Several countries declared a total lockdown which created significant challenges among their citizens. It caused the economy, people's livelihood, job, health, and the like to stop. One of the most affected since the pandemic started is the education systems. All the students including the teachers and other non-teaching personnel needed to work at home to prevent the spread of the virus.

Dubey and Pandey (2020) stated that in higher educational institutions in India, access to technology, paradigm shift, and preparedness for delivery of new modality were included among those challenges posed by the pandemic. The study showed that students were put in the situation where it is very difficult for them to suddenly change their thinking process as well as to participate in distance education knowing that majority of them came from rural

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and low-income communities. Another, it was stated that not all teachers were fully prepared for the new learning mechanism.

Nevertheless, here in the Philippines, the entire schools did not allow the situation to stop the students from learning. The Department of Education and other governing bodies in the education sector provide ways on how to continue education without putting the students' lives at risk. The Department of Education addressed challenges through Learning Continuity Plan (LCP), which was their foremost resolution to resume education for another approaching school years and to guarantee the safety and health of the learners, teachers, and other school's stakeholders during pandemic. Meanwhile, there was much talk about the new normal in education. In new normal education, the use of blended learning was once introduced. Blended learning can be apprehended through Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-based Instructions.

Most schools, especially private schools, prepare for online classes. Unfortunately, not all of them have internet connectivity, especially those who are living in rural area. In this case, modular distance learning is the only option. A module contains the different topics of each learning area, activities or task, and assessments where the students need to accomplish on their own with the guidance of parents or guardians at home. Comparatively, Anzaldo (2021) stated that the usage of modules created by teachers with various tasks and learning activities based on the essential learning competencies was known as modular distance learning. Clearly, teachers were the ones who made adjustments for planning, making, and

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implementing of learning modules to address the teaching and learning continuity in the new normal in education.

In view of this, the researcher developed a Communicative Language-based Modules in Oral Communication for the benefit of the students and the school itself. The developed CLT-based Modules aimed to improve students' capacity to make proper decisions about communication goals and tactics, as well as their ability to attain those goals through effective and ethical communication behaviors. Also, the study considered a more comprehensive, fun, relatable and real-life enrichment activity. The researcher utilized the Communicative Language Teaching (CLT) as an approach and as a springboard for the developed modules of the subject.

Sanako Blog (2021) discussed that Communicative Language Teaching was an approach emerged in 1980s that would enable learners to utilize the second language for most of the real-life circumstances. Through repetitive oral practices and learner to learner cooperation, and teacher as a facilitator, communicative language instruction aimed to train students to be confident communicators in a variety of real-life situations.

Furthermore, this paper looked on the different studies such as developmental studies where CLT was being used as the foundation of creating learning materials. Most of the study focused on what and how to teach CLT when incorporating in the teaching process as well as on the developed materials. Also, some studies were outdated. There was little emphasis given on Communicative Language Learning. There was no concrete conclusion and evidence

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of how the language learners were able to master the language in doing the communication with the aid of CLT-based materials.

## MATERIALS AND METHODS

This study used quantitative research design since it quantifies the validity and acceptability of Communicative Language-based Module in Oral Communication as evaluated by a master teacher, learning resource coordinators, English coordinator, and English teachers. Meanwhile, this research utilized the Design and Development Research Method. This study adapted the ADDIE model which stands for Analyze, Design, Develop, Implement, and Evaluate. This model includes four phases that the researcher went through from the data collection and interpretation to validation, revision, pilot testing, etc. of the developed Communicative Language-based Modules in Oral Communication.

## RESULTS AND DISCUSSION

**Purpose Statement 2. Establish the Content Validity and Acceptability of the Designed Communicative Language-based Modules in Oral Communication aligned with the Curriculum Guide and the Most Essential Learning Competencies.**

Experts evaluated the general validity and acceptability of the developed CLT-based Modules in Oral Communication developed by the researcher using the predetermined criteria as follows: objectives, concept, topics, directions, exercises, and reflection for the content

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validity; and functionality, accuracy, suitability, usability, and efficiency for acceptability using a Likert Scale.

Feedback, comments, and suggestions of validators were also solicited during this phase. This was done to ensure the continuous improvement of CLT-based Modules in Oral Communication. Validators had given their insights either during the time of their validation or after the validation. These were all found helpful in the development of the modules.

**Table 2.1**

*Level of Validity of the Communicative Language-based Modules in Oral Communication in terms of Objectives*

Indicators	$\bar{X}$	VI
1. Relevant to the topics.	4.00	HV
2. Specific and clearly stated.	3.90	HV
3. Measurable, attainable, and result-oriented.	3.80	HV
4. Well-planned, formulated, and organized.	3.90	HV
5. Time-bound.	3.80	HV
<b>GENERAL ASSESSMENT</b>	<b>3.88</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)      1.75 – 2.49 Slightly Valid (SV)  
2.50 – 3.24 Valid (V)                      1.00 – 1.74 Not Valid (NV)

The level of validity of the Communicative Language-based Modules in Oral Communication in terms of **Objectives** had a general assessment of **3.88** verbally interpreted as **Highly Valid**. All indicators were verbally interpreted as **Highly Valid**. Furthermore, the indicator “Relevant to the topics” had the highest computed mean of **4.00** while the indicators “Measurable, attainable, and result-oriented” and “Time-bound” had the lowest computed mean of **3.80**.

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It implies that the developed Communicative Language-based Modules in Oral Communication in terms of objectives has high validity. The results showed that the objectives are relevant to the topic and are aligned with the most essential learning competencies. Learning objectives were utilized to direct students through the material and to gauge their understanding and progress. Additionally, strong learning objectives give students direction while they examine their course materials and get ready for exams. Finally, learning objectives are most effective when they are precise, unambiguous, actionable, and measurable.

In support of this, Sofyan et al. (2019) developed an electronic module which was validated based on electronic display, clarity, ease of use, interest and drawings, animations, videos, as well as the suitability of the materials with the learning objectives to the content, activities, and tools needed for conducting assessments. In view of this, the validated e-modules got the excellent category with an average rate of 83% and were considered valid. It was indicated that the e-modules in accordance with the curriculum and learning objectives were feasible to use.

**Table 2.2**

*Level of Validity of the Communicative Language-based Modules in Oral Communication in terms of Directions*

Indicators	$\bar{X}$	VI
1. Simple and clear.	4.00	HV
2. Easy to follow.	3.90	HV
3. Properly sequenced.	3.70	HV
4. Can be done independently.	3.70	HV
<b>GENERAL ASSESSMENT</b>	<b>3.83</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)      1.75 – 2.49 Slightly Valid (SV)  
2.50 – 3.24 Valid (V)      1.00 – 1.74 Not Valid (NV)

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The level of validity of the Communicative Language-based Modules in Oral Communication in terms of **Directions** had a general assessment of **3.83** verbally interpreted as **Highly Valid**. All indicators were verbally interpreted as **Highly Valid**. Furthermore, the indicator "Simple and clear" had the highest computed mean of **4.00** while the indicators "Properly sequenced" and "Can be done independently" had the lowest computed mean of **3.70**.

The result holds implications that the direction in each module is simple and clear. The CLT-based modules are made to allow learners to learn the concept about oral communications and hone their communicative competence using Communicative Language Teaching approach. The goal was for them to explore all of these with themselves. Evidently, the researcher made sure that the direction will fit all the learners' level of understanding, hence, giving them a simple and clear direction will allow them to accomplish the learning outcomes of each task in each module despite having some language limitations.

Even so, Pe Dangle and Sumaoang (2020), stated that the parents, as well as the students, as the key informants of their study, affirmed that some modules did not have clear instructions so students had a hard time answering them. Moreover, as claimed by Schmidt (2019), clear instructions assisted students to fully understand the purpose of the activity, thus it increased their motivations. Also, clear instructions increased time on task necessary for the success of achieving the learning outcomes.

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**Table 2.3**

*Level of Validity of the Communicative Language-based Modules in Oral Communication in terms of Topics*

Indicators	$\bar{X}$	VI
1. Sequenced according to Curriculum Guide.	3.90	HV
2. Logically presented.	3.80	HV
3. Address the learners' needs.	3.90	HV
4. With background and concepts.	4.00	HV
<b>GENERAL ASSESSMENT</b>	<b>3.90</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)      1.75 – 2.49 Slightly Valid (SV)  
2.50 – 3.24 Valid (V)                      1.00 – 1.74 Not Valid (NV)

The level of validity of the Communicative Language-based Modules in Oral Communication in terms of **Topics** had a general assessment of **3.90** verbally interpreted as **Highly Valid**. All indicators were verbally interpreted as Highly Valid. Furthermore, the indicator "With background and concepts" had the highest computed mean of **4.00** while the indicators "Logically presented" had the lowest computed mean of **3.80**.

In view of this, the CLT-based Modules were exhibited with background and concepts. Topics were something where the students obtain information necessary for answering and accomplishing a given exercise in a module. Accordingly, providing them with background and concepts based on the most crucial and important competencies that they must master aid them to complete each module.

Likewise, as mentioned by Arora (2021), learning goals can be met by learning materials that have well-structured, organized content that was written in an understandable language. It was also recommended that in maintaining student's interest throughout the

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learning process was crucial for making the experience more meaningful. Thus, content should be timely, concise, and visually appealing, which stimulated learner’s interest and motivated them to study more about the topic.

**Table 2.4**

*Level of Validity of the Communicative Language-based Modules in Oral Communication in terms of Practical Exercises*

Indicators	$\bar{X}$	VI
1. In consonance with the objectives.	4.00	HV
2. Appropriate to learners’ abilities.	3.80	HV
3. Adequate to enhance learners’ comprehension and reading skills.	3.70	HV
4. Sufficient to determine the mastery level of learners	3.80	HV
5. Stimulate higher order thinking skills.	4.00	HV
<b>GENERAL ASSESSMENT</b>	<b>3.86</b>	<b>HV</b>

Legend: 3.25 – 4.00 Highly Valid (HV)      1.75 – 2.49 Slightly Valid (SV)  
2.50 – 3.24 Valid (V)                              1.00 – 1.74 Not Valid (NV)

The level of validity of the Communicative Language-based Modules in Oral Communication in terms of **Practical Exercises** had a general assessment of **3.86** verbally interpreted as **Highly Valid**. All indicators were verbally interpreted as **Highly Valid**. Furthermore, the indicator “In consonance with the objectives” and “Stimulate higher order thinking skills” had the highest computed mean of 4.00 while the indicators “Adequate to enhance learners’ comprehension and reading skills” had the lowest computed mean of 3.70.

The results imply that the CLT-based modules exercises are all aligned with the learning objectives, thus, stimulating higher order thinking skills. These modules will allow students to practice and focus specifically on the skills geared from the learning objectives.

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Haroni (2021) concluded that the higher order thinking skill strategy can help students improve their speaking ability. Students who were then actively involved in the analysis and application were given discovery activities. First, students were given an object where they must discover its meaning. The given activity allowed the students to exchange ideas and do find out as much information or meaning as they wanted to reveal related to the object at hand. Using HOTS encouraged students to have a deeper comprehension. Consequently, it helped students to enrich vocabulary and memorize words easily.

**Table 2.5**

*Level of Acceptability of Communicative Language-based Modules in Oral Communication in terms of Clarity*

Indicators	$\bar{X}$	VI
1. Information is clear and simple.	4.00	HA
2. Language used is clear and easy to understand.	4.00	HA
3. The concepts for each activity are re-arranged logically and ensure that there is no duplication.	3.80	HA
4. Information suits learners' interest.	3.80	HA
<b>GENERAL ASSESSMENT</b>	<b>3.90</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Acceptable (HA)      1.75 – 2.49 Slightly Acceptable (SA)  
2.50 – 3.24 Acceptable (A)                      1.00 – 1.74 Not Acceptable (NA)

The level of acceptability of the Communicative Language-based Modules in Oral Communication in terms of **Clarity** had a general assessment of **3.90** verbally interpreted as **Highly Acceptable**. All indicators were verbally interpreted as **Highly Acceptable**. Furthermore, the indicator "Information is clear and simple" and "Language used in clear and easy to understand" had the highest computed mean of **4.00** while the indicators "The

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concepts for each activity are re-arranged logically and ensure that there is no duplication”

and “Information suits learners’ interest” had the lowest computed mean of **3.80**.

Based on the results, the CLT-based modules are highly accepted in terms of clarity. The researcher used language that is clear and easy, hence makes the information easy to understand by the students. The developed CLT-based Modules aimed to hone students’ communicative competence among students. This supports the result of study where the language must be simple and clear in order for them to comprehend easily and eventually communicate successfully in natural social settings.

As mentioned in Toro (2018), using appropriate and authentic material with a structure used clearly and directly helped improve communication skill among students. Another, the use of vocabulary that was easily understood by the reader were also taken into consideration so that students got enough communicative input.

**Table 2.6**

*Level of Acceptability of Communicative Language-based Modules in Oral Communication in terms of Usefulness*

Indicators	$\bar{X}$	VI
1. The material prepares the learners to think logically and critically.	3.90	HA
2. The concepts in the material are simple and comprehensible.	4.00	HA
3. The material helps the students master the topics at their own pace.	3.80	HA
4. The material provides opportunity for the development	4.00	HA
5. The learning contents provide adequate information on the topics presented	4.00	HA
6. The material motivates learners to become actively involved in the learning activities	4.00	HA
7. The material stimulates the learners to intellectual activities which help them master the least learned competencies	4.00	HA

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8. The activities seek to relate new concepts from previous learning.	4.00	HA
<b>GENERAL ASSESSMENT</b>	<b>3.96</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Acceptable (HA)      1.75 – 2.49 Slightly Acceptable (SA)  
 2.50 – 3.24 Acceptable (A)                      1.00 – 1.74 Not Acceptable (NA)

The level of acceptability of the Communicative Language-based Modules in Oral Communication in terms of **Usefulness** had a general assessment of **3.96** verbally interpreted as **Highly Acceptable**. All indicators were verbally interpreted as **Highly Acceptable**. Furthermore, the indicators "The concepts in the materials are simple and clear", "The material provides opportunity for the development", "The learning contents provide adequate information on the topics presented," "The material motivates learners to become actively involved in the learning activities," "The material stimulates the learners to intellectual activities which help them master the least learned competencies," and "The activities seek to relate new concepts from previous learning" had the highest computed mean of **4.00** while the indicator "The material helps the students master the topics at their own pace" had the lowest computed mean of **3.80**.

This implies that the CLT-based Modules are useful for the students as they provide opportunity for development as the material helps them to actively involve in the learning activities. Also, the materials encourage active participation among the students with the help of different learning activities. The main goal of the study is to expose the learners to use the target or second language with the aid of various interactive real-life exercises and activities.

As mentioned by Abdullah (2018) stressed that Communicative Language Teaching was an approach seen as prevailing among approaches in the teaching of language. In fact,

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it was widely used worldwide in schools, colleges, and other educational institutions for it reinforced the teaching and learning process in communication. In this approach, language was taught and learnt. In other words, communications itself was both the source of learning and an instruction medium. In terms of learning the language, it was important to emphasize that it was not mainly about understanding its structure but how to make language learners competent in communication. As a matter of fact, one of the main goals of CLT was to develop “communicative competence” among the learners. In CLT, language learners were given the opportunity to express themselves as well as their standpoints with the help of interactive, meaningful, and most especially authentic activities during the learning process. Together with this goal, CLT also aimed to develop ways and procedures on how to learn the language incorporating the four macro skills namely listening, speaking, reading, and writing.

Besides, as stated by Kurniawan and Sumani (2022), social skills as one of the benefits of CLT. The instruction included group work activities created opportunities for the language learners to have more control in learning and practice interacting directly with their friends and classmates.

### Table 2.7

*Level of Acceptability of Communicative Language-based Modules in Oral Communication in terms of Presentation*

Indicators	$\bar{X}$	VI
1. Topics are presented in logical and sequential order.	3.90	HA
2. The direction is concise, readable, and easy to follow.	4.00	HA
3. The topics fit the learners’ needs	3.90	HA
4. The presentation of each lesson is attractive and interesting.	3.80	HA
<b>GENERAL ASSESSMENT</b>	<b>3.90</b>	<b>HA</b>

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1.75 – 2.49 Slightly Acceptable (SA)  
1.00 – 1.74 Not Acceptable (NA)

The level of acceptability of the Communicative Language-based Modules in Oral Communication in terms of **Presentation** had a general assessment of **3.90** verbally interpreted as **Highly Acceptable**. All indicators were verbally interpreted as **Highly Acceptable**. Furthermore, the indicator “The direction is concise, readable, and easy to follow” had the highest computed mean of **4.00** while the indicator “The presentation of each lesson is attractive and interesting” had the lowest computed mean of 3.80.

This implies that the developed CLT-based Modules are considered concise, readable, and easy to follow direction which led students to have a better understanding on what to accomplish in each activity or test. In view of this, the students will tend to respond in a test in the way that was intended, thus contributing to test results.

Conforming to the study of Saputra and Mariyani (2022), developed CLT-based English Learning Module for Economic Education Students at STKIP Muhammadiyah Sampit. When the material was validated, the researcher concluded that the module was suitable based on the data collected on the needs analysis. About Field Test Data that they utilized; the materials were authentic. In view of this, the researcher of the study attested that the module was ready in the educational process. However, they suggested that to employ Communicative Language Teaching based on the English materials, future researchers were encouraged to develop more fascinating materials so that students will be more interested in learning English. Likewise, Ng (2020) concluded that to enable CLT in teaching the English language, teachers

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must set up real-life situation that encouraged communication among students. It was very important to consider real task and authentic materials which students were more likely to encounter in their everyday lives. Real life tasks included role plays, simulations, drama, games and related projects.

The level of acceptability of the Communicative Language-based Modules in Oral Communication in terms of **Suitability** had a general assessment of **3.90** verbally interpreted as **Highly Acceptable** as revealed in Table 2.8. All indicators had a computer mean of **3.90** verbally interpreted as **Highly Acceptable**.

**Table 2.8**

*Level of Acceptability of Communicative Language-based Modules in Oral Communication in terms of Suitability*

Indicators	$\bar{X}$	VI
1. Activities consider the varying attitudes and capabilities of the learner.	3.90	HA
2. Activities are appropriate to the subject matter.	3.90	HA
3. Activities are relevant, interesting, and self-motivating to the learners	3.90	HA
4. Enrichment activities cater the different learning needs of learners	3.90	HA
5. Language of the program is within the vocabulary range of the learners.	3.90	HA
<b>GENERAL ASSESSMENT</b>	<b>3.90</b>	<b>HA</b>

Legend: 3.25 – 4.00 Highly Acceptable (HA)      1.75 – 2.49 Slightly Acceptable (SA)  
2.50 – 3.24 Acceptable (A)                      1.00 – 1.74 Not Acceptable (NA)

In can be deduced from the results that the CLT-based Modules considered students differences in terms of attitudes, needs, and differences in giving activities anchored to Communicative Language Teaching Approach. In fact, CLT inclines to be student-centered,

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and the researcher believes that all people are capable learners. For this reason, establishing different interesting, self-motivating and appropriate activities to the concept will provide opportunities for the students to feel that they are active participants rather than passive ones.

As specified by Dos Santos (2020), mentioned that unlike any other traditional approaches, CLT approach had significant benefits for both learners and teachers to have fun and enjoyment in the learning process. CLT approach inclined to be a student-centered as well as situation oriented. In view of this, teachers were expected to establish certain relevant activities within student living communities and groups. In doing so, students were more willing to express their thoughts with their friends when they had these clear and familiar backgrounds. Furthermore, situational speaking practices may not have placed a great emphasis on grammar and phrase translation accuracy. Students' grasp and knowledge of language use, feasibility, and communication abilities may improve because of these efforts. Another, the interaction between teachers, students, and peers was another key benefit of the CLT technique. The CLT approach prioritized and strengthened relationships between peers and teachers. Teachers and students can use the CLT technique to transform their standard teaching and learning assumptions into a more innovative approach. Further, the CLT method typically boosted students' overall teaching and learning interests. When kids were given the opportunity to participate in real-life settings, their interest may emerge. Daily related activities included interactive stories, problem-based tools, and the like.

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### **Purpose Statement 3. Determine if there is Significant Difference between the**

### **Pretest and Posttest Result.**

This study prepared a thirty-item pretest and posttest that checked the prior knowledge of the students and how much they have improved at the end of the study.

**Table 3.1**

*Performance of 30 Students in the 30-Item Pretest*

<b>Indicators</b>	<b>F</b>	<b>%</b>
Outstanding	0	0
Very Satisfactory	4	13.33%
Satisfactory	10	33.33%
Fairly Satisfactory	7	23.33%
Did Not Meet Expectations	9	30%
<b>Total</b>	<b>30</b>	<b>100.00</b>

Legend: 90 - 100 Outstanding      80 - 84 Satisfactory      74 below Did not meet expectations  
85- 89 Very Satisfactory      75 - 79 Fairly Satisfactory

There were 30% or nine out of 30 Grade 11 students who were not able to meet the expectation on the 30-item pretest in Oral communication. Only 13.33% or four Grade 11 students were able to attain Very Satisfactory while 10 out of 30 or 33.33% got satisfactory and seven out of 30 or 23.33% performed Fairly Satisfactory in the pretest Examination.

It implies that there are students who are not able to meet expectations or have little information about the subject matter. Many students performed satisfactorily in the pretest examination. The students have retention in the subject matter. They have already finished studying this subject, which was offered during their first semester. In view of this, they are already knowledgeable that is why they have performed well in the pretest.

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As claimed by Kelly (2019), pretests can be used as a diagnostic tool to identify any gaps in knowledge from previously taught units. Pretests establish a starting point whether students have retained knowledge from prior lessons. In addition, students can learn what they still need to practice by using pretests. Lastly, pretest gives them a preview of what to expect from a new unit.

Fisher and Bandy (2019) described that learners' assessment was a significant aspect of the teaching and learning process. He further explained that the extent of student learning through evaluation was important because it provided useful feedback not only for learners as well as for teachers. In addition, it aids educators in finding whether learners successfully meet learning objectives.

**Table 3.2**

*Performance of 30 Students in the 30-Item Posttest*

<b>Indicators</b>	<b>F</b>	<b>%</b>
Outstanding	29	96.67%
Very Satisfactory	1	3.33%
Satisfactory	0	0
Fairly Satisfactory	0	0
Did Not Meet Expectation	0	0
<b>Total</b>	<b>30</b>	<b>100%</b>

Legend: 90 - 100 Outstanding      80 - 84 Satisfactory      74 below Did not meet expectations  
85- 89 Very Satisfactory      75 - 79 Fairly Satisfactory

There were 96% or 29 out of 30 of Grade 11 students who were able to achieve Outstanding posttest result while one out of 30 or 3.33% got Very Satisfactory. There were 0% or 0 students who did not meet expectations.

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The results indicate that all the students met expectations. Evidently, the CLT-based Modules played a significant role in helping students improve their performance. This suggests that the Grade 11 students are attentive to the content as well as to the learning objectives of the CLT-based Modules.

Similarly, Kuen et al. (2018) investigated the effect of oral communication strategies training on the development of Malaysian English as a second language learners' strategic competence. Some of the strategies used were circumlocution, clarification request, and comprehension check. During the pretest, the majority of the respondents were not able to describe and elaborate a given picture. However, when exposed to a variety of words and texts and interaction with other students, the respondents were able to keep the conversation going. It could be inferred that the respondents could develop better sentence structure during posttest compared to the pretest.

**Table 3.3**

*Test of Significant Difference between Pretest and Posttest Results of Grade 11 Students*

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pretest and Posttest	-10.8000	2.23453	-26.473	.000	Significant	Reject H <sub>0</sub>

There was a significant difference between the mean scores of the students on pretest and posttest as shown Table 3.3. The probability value was .000 which was less than the level of significance at .05. Thus, rejecting the null hypothesis.

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It can be implied that the Communicative Language-based Modules in Oral Communication evidently increase the academic performance of the students based on the difference in their performance in the pretest and posttest. The learners' posttest results are noticeably different from their pretest examination result in a good way. Therefore, it infers that the designed CLT-based Modules are useful as instructional material for Oral communication to hone their communicative competence.

In like manner, Susanto (2017) concluded in his study titled "Communicative Language Teaching and its Achievements: A Study of In-Country Program in Indonesia", that including extracurricular activities into a communicative language education strategy greatly increased its effectiveness. In fact, CLT significantly increased students' Indonesian language skills and they used it effectively and meaningfully in "real-world" contexts.

By the same token, Bruner (as cited in Toro 2018) carried out a study on how Communicative Language Approach contributed to foster communicative competence in two universities in Thailand. CLT was incorporated to classroom practices such as collaborative activities were used to improve oral English proficiency. Students were encouraged to use English to express their ideas in real-world communication. The findings of this study explicitly showed that genuine language situations enabled students to practice all the concepts they had studied in class and actively participated that provided positive outcomes.

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## Conclusion:

The findings revealed that the developed and validated CLT-based Modules were highly valid in terms objectives, topics, directions, and exercises. Similarly, the results of the assessment made by the experts on the level of acceptability in terms of functionality, accuracy, suitability, usability, and efficiency were all highly acceptable. There was significant difference between the pre-test and post-test of the learners. Thus, the CLTbased Modules can be used as instructional material that can help students develop their communicative competence. Exercises and CLT activities were equipped with real-life situations which will encourage students to use their natural strategies to produce meaning and allow them to use the language for different purposes and function.

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