Development of an Online Interactive Module for Grade VIII Students' Speaking Skills

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ABSTRACT

This developmental research created an online interactive English module for Grade 8 students at a private high school in Guimaras. Specifically, this study utilized Input-Output (IPO) Model to identify the inputs, outputs, and processing tasks needed to transform inputs into outputs. For the inputs of the module, an interview and a performance task were given to the 23 Grade 8 students to evaluate their speaking abilities in terms of fluency, vocabulary, grammar, and pronunciation. This was essentially the result of the creation and testing of a module to assist the students in improving their speaking skills. It comprises the MELCS Grade Eight lessons as well as activities that might help students improve their speaking skills. The module's activities will help students improve their speaking skills in terms of fluency, grammar, vocabulary, and pronunciation. The respondents' fluency, vocabulary, grammar, and pronunciation skills were adequate, but none of them excelled in pausing and pacing, clarity, or emotion. Pronunciation and vocabulary are strengths, but fluency and grammar are weaknesses, according to the respondents' overall speaking abilities. They were also unable to communicate because they were afraid of making grammatical errors.

Keywords: Development, Online interactive, Module, Speaking skills

INTRODUCTION

Online learning has become one of the most suitable and popular methods of delivering education as a result of the COVID-19 epidemic, which has changed how teachers deliver the teaching-learning process. These days, teachers supply their students with online learning modules. Goode (2003) asserts that in order for students to practice their abilities, online learning modules need to be accurate and well-written.

In response to a requirement for an adequate speaking module, the researchers developed an online interactive module for Grade 8 teachers at a private school in Guimaras. Students' confidence will build as they participate in numerous tasks aimed at improving their pronunciation, vocabulary, and grammar. As a result, this research will help teachers and students adjust and develop flexibility in a new teaching approach while also improving their speaking abilities.

Speaking, in Rizvi's view, is a collaborative communication process that involves both speakers and listeners (2006). Just a few of the abilities that must be studied and exercised independently are fluency, vocabulary, pronunciation, and grammar. Consequently, Singh et al. (2019) emphasized the necessity of developing a Cooperative Interactive Learning Module to help students improve their communication abilities.

In response to a desire for one, Ahmad and Yunus (2019) created an intervention module with the purpose of lessening students' language anxieties and inhibitions while also offering opportunities for them to

communicate. As a result of their heightened motivation, students' speaking skills improve. In contrast, Shen (2013) emphasized the communicative approach in English classroom training, which combines a grammar-translation method with a communication approach to create a balance of correctness and fluency. Hence, teachers have realized how critical it is to change their focus from form to usage, and communicative language concepts have been implemented. Finally, to aid participants in improving their English pronunciation, Pardede (2018) used the explicit teaching technique. This increased students' performance while also being enjoyable, helpful for improving pronunciation, and developing self-confidence in speaking English.

The results will be significant first and foremost to students since they will be aware of their strengths and limitations in terms of speaking abilities, as well as areas in which they need to improve. Following that, their English teachers will be able to contextualize appropriate learning resources for their students. Meanwhile, their parents will be aware of their children's abilities and will be able to help them improve. Finally, school officials will be able to quickly put together a capacity-building program for English teachers to improve their knowledge, abilities, attitudes, and values. They'll make it a priority to create a module that will assist pupils in improving their speaking and other language skills.

Objectives of the Study

This study aimed to develop an online interactive module in English for Grade 8 Students of a private institution in Guimaras to improve their speaking skills.
Specifically, this study sought to:

1. determine the speaking skills of the students in terms of:
    a. fluency,
    b. vocabulary,
    c. grammar, and
    d. pronunciation;

2. develop and evaluate a module to help Grade 8 students improve their speaking skills.

Theoretical/Conceptual Framework

The Online Learning Model by Terry Anderson (2011) portrays the two primary human players, learners and teachers, as well as their interactions with one another and content. This can happen in a community of inquiry or through a variety of Internet-based synchronous and asynchronous activities. This is depicted in Figure 1.
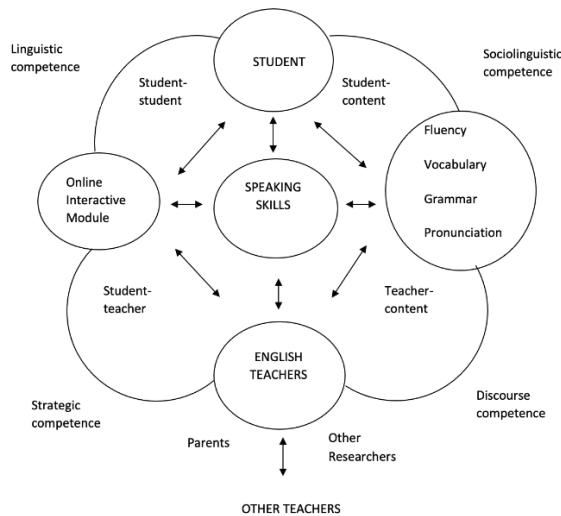
Figure 1. Anderson's Online Learning Model. Theoretical and practical aspects of online learning

Scope and Limitation of the Study

This research intended to assess the speaking skills of 23 Grade 8 students at a private school in Guimaras during the academic year 2020-2021 at the height of COVID 19 pandemic. Fluency, vocabulary, grammar, and pronunciation were the only criteria used to evaluate these pupils' speaking abilities. Furthermore, the outcomes determined the type of module that may treat the pupils' speaking deficiencies.

METHOLOGY

Research Design

The Input-Process-Output (IPO) design by Richey was used in this study as a developmental research technique (1994). The design was a good fit for the study's goal of developing a useful module to meet the demands of the students in terms of their speaking abilities. The inputs included an assessment of the participants' speaking skills, the results of the evaluation of the subject matter experts, and the DEPEd's Most Essential Learning Competencies (MELCS) for Grade 8 list. The process phase included the design and development of the module, the evaluation of the module, and an analysis of the students' speaking abilities and other inputs. Figure 2 below shows the design in detail.
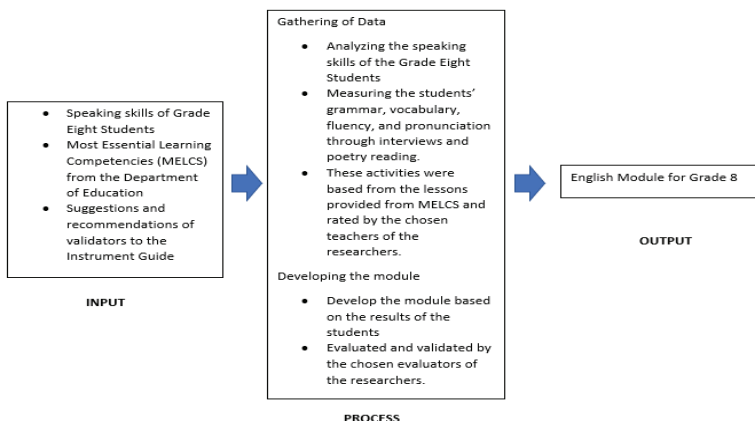
Figure 2. IPO MODEL

Instrument of the Study

In order to evaluate the students' abilities, the researcher developed a speaking competency questionnaire based on McNamara's Model of speaking skills. First, the accuracy and completeness of the content of this questionnaire were verified. Changes and additional suggestions were included to the questionnaire after expert validation. The questionnaire is divided into parts. The preliminary questions in the first portion are aimed to orient the participants. By responding to the crucial questions in the second part, participants revealed more about themselves. The teacher or interviewer asked one or more questions from each category to allow for more observation time. Finally, during the poetry reading component, participants were asked to read a poem Eku McGred's poem "I Am an African Child" from their own course or MELCS.

Data Gathering

Appropriate ethical considerations were practiced before, during and after the conduct of the study. Courtesy to the school authorities was sought before the gathering of data and so with the permission of the parents of the students as they were minors.

Data were taken cared of for the purpose of the study only. The task was captured using Google Meeting. To begin, the participants were asked to complete two sets of questions to test their speaking abilities, including fluency, vocabulary, grammar, and pronunciation. One of the researchers was assigned to record or videotape the entire procedure for documentary purposes. Then they recited a poem to assess their reading ability, which included pauses and pacing, as well as clarity and expressiveness.

The Scoring Guide

Three raters were responsible for grading the students. Their teacher handed them a first grade after interviewing them. The two remaining raters, an English teacher and a researcher, were given the responsibility of rating the videotape after they had seen it three times. To evaluate the performances, the raters employed two sets of rubrics. The participants' speaking abilities were assessed using the first rubric, which included fluency, vocabulary, grammar, and pronunciation. Their poetry
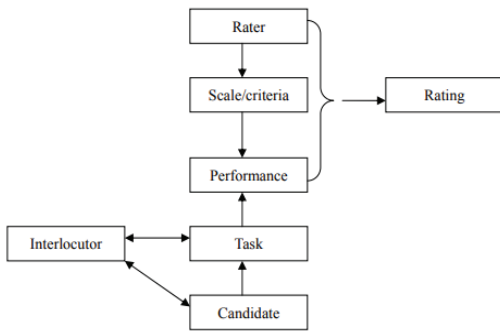
Figure 3. Proficiency and Its Relationship to Performance (McNamara, 1996)

Data Analysis

The information gathered was compiled, totaled, and tabulated for analysis and interpretation. Based on McNamara's Model of speaking skills, descriptive statistics were utilized to determine the level

reading abilities, on the other hand, were assessed based on two criteria: pausing and pacing, as well as clarity and expression.

McNamara's Model was utilized to ensure the accuracy of the assessment of the participants' speaking abilities. This focuses on the rating process and highlights the interactive nature of performance evaluation. This model describes how the interlocutor elicits and rates the candidate's performance (Figure 3).

of speaking ability of the students. The most and least proficient speaking skills in terms of fluency, grammar, vocabulary, and pronunciation were also determined using the mean scores of speaking competency. For the level of competency in speaking of the students, the following scale of means and adjectival description were used.

Scale of Mean	Description
4.20-5.00- Excellent	100% or all the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were excellently achieved.
3.40-4.10- Very Good	Majority of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were very satisfactorily achieved.
2.60-3.30- Good	Some of the requirements based on the standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were satisfactorily achieved.
1.80-2.50- Weak	Few of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were not achieved.
1.00-1.70-Very Weak	None of the requirements based on standards set for the level of competency in speaking of students in the areas of fluency, vocabulary, grammar, pronunciation, pausing, pacing, clarity and expressions were not fully achieved.

Developing the Module

The researchers created an online learning module based on the students' results to assist them improve their speaking skills. This module was verified and

assessed by validators and evaluators in order to determine its effectiveness and accuracy. They were given a questionnaire to fill out in order to rate the module. The assessment form was created using Paul

Dickinson's (2010) "Evaluating and Adapting Materials for Young Learners," which includes everything from the overall appearance to the methodology, exercises, language skills, language material, topic content, teachability and flexibility, and assessment.

RESULTS AND DISCUSSION

The Students' Speaking Skills

The students' speaking abilities are shown in Table 1. Their ability to communicate is regarded as satisfactory or good. Pronunciation, pausing, and pacing clarity and expression are all outstanding (M= 2.9), according to the statistics. Vocabulary (M=2.85), grammar (M= 2.74), and fluency (M= 2.79) also received high or satisfactory ratings. This is aligned with Shen's (2013) assertion that teachers should shift their focus from focusing students' oral presentation correctness to increasing their capacity to express oneself clearly and fluently in English. In terms of the variability of the scores of students per speaking skill, it is shown that students were most homogeneous in terms of their grammar skills (SD = 0.61) than any other speaking skills. Students' speaking skills were most varied in pronunciation, pausing, clarity and expression (SD= 0.70).

Table 1
The Students' Speaking Skills

Speaking Skills	Mean	SD	Description
Fluency	2.79	0.59	Good
Vocabulary	2.85	0.66	Good
Grammar	2.74	0.61	Good
Pronunciation, Pausing and Pacing, Clarity and Expression	2.90	0.70	Good
Overall	**2.82**		**Good**

Students' Interview Skills

Table 2 illustrates how well respondents answered interview questions in terms of fluency, vocabulary, grammar, and pronunciation. According to the findings, the majority of students (52%) performed well in terms of pronunciation, whereas a minority percentage (26%) performed poorly in terms of vocabulary, grammar, and pronunciation. Nearly a third of the pupils (30%) performed particularly well in terms of vocabulary. Only one-tenth of the pupils (9%) excelled in fluency and grammar, whereas nearly one-tenth (9%) excelled in pronunciation. The majority of pupils did well on the pronunciation test, with one student in particular doing extraordinarily well. The findings were substantiated by a study by Pardede (2018), which found strong evidence that specific pronunciation instruction improved participants' ability to pronounce words correctly. The strong motivation of participants, combined with the use of engaging activities and media to provide explicit pronunciation instruction in the actions, resulted in a shift in attitudes from negative to positive.

Table 2
Students' Interview Skills

Speaking Skills	Scale					Total
	5-Excellent	4- Very Good	3- Good	2- Weak	1-Very Weak	
	%	%	%	%	%	%
Fluency	0	26	48	17	9	100
Vocabulary	0	30	39	26	5	100
Grammar	0	26	39	26	9	100
Pronunciation	5	17	52	26	0	100

Students' Poetry Reading Skills

Table 3 indicates how the respondents read poetry in terms of pausing and pacing, as well as clarity and expressiveness. According to the statistics, none of the 23 pupils excelled in terms of pausing and pacing, as well as clarity and emotion. On the other hand, somewhat more than half of the pupils (52 percent) were assessed to have excellent clarity and expression. Furthermore, three-tenths of the pupils (30%) adept at pausing and pacing. Pausing and pacing, as well as clarity and passion, obtained a poor grade of more than a tenth of a percent (13 percent). Significantly, over a tenth of the people (9%) performed poorly in the areas listed. In terms of total value, the findings were ranked in order from highest to lowest. As a result, the students excel in pausing and pacing, which came in first, and clarity and emotion, which came in second. Hadaway, Vardell, and Young (2001) supported up the findings, claiming that poetry's "strong oral feature" and rhythm and rhyme components make it particularly useful for raising awareness of spoken English traits and improving speaking abilities.

Table 3
Students' Poetry Reading Skills

Poetry Reading Skills	Scale					Total
	5-Excellent	4- Very Good	3- Good	2- Weak	1-Very Weak	
	%	%	%	%	%	%
Pausing and Pacing	0	30	48	13	9	100
Clarity and Expression	0	26	52	13	9	100

CONCLUSION AND RECOMMENDATIONS

Although the majority of the students' fluency, vocabulary, grammar, and pronunciation scores were satisfactory, the study discovered that they made grammatical errors that affected the meaning of their responses. They still need to work on a few basic phonemes to sound natural, despite their good pronunciation. When it came to reading, the participants were unaware of the need of pausing and paying attention to pacing. When reading, punctuated pauses like dashes, commas, semicolons, and periods are essential

components of a meaningful and successful language.

Based on the findings, English teachers should create content that addresses both the school's and students' needs in order to establish which areas require improvement. Students should use an online interactive program to develop their speaking skills and expand their vocabulary on a daily basis.

Meanwhile, parents should encourage their children to read and apply what they learn at home. Furthermore, school leaders should be able to implement an effective English instructor development program. Similarly, the Department of Education should be aware of English instructors' needs in order to assist and support them in increasing their ability to teach English successfully.

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