

Original Article

Inputs for Oral Communication Based on the Learning Needs of Speech 111 Students in the University of Eastern Philippines

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Abstract - This study aimed to find out the Inputs for Oral Communication Based on the Needs of Speech 111 students in the University of Eastern Philippines, the school year 2016-2017, for them to have the necessary special class remedies as to their difficulties in learning the subject based on the lessons discussed.

Specifically, it aimed at identifying the Inputs in Oral Communications based on the learning needs.

Identified as inputs in the dissertation study conducted on the learning needs of Speech 111 are pronunciation (segmental), intonation and stress (suprasegmentals), needs and importance of oral communication, listening comprehension, vocabulary enrichment, public speaking, and the different speech activities on various situations. This implies that a lot of exercises on listening and speaking skills are to be provided in the workbook to meet the students' needs in the Speech and Oral Communication course.

This descriptive-correlational research used a modified questionnaire patterned after Clifford Prator, and the needs analysis of the Institute of Language Teaching and Learning, University of Auckland, New Zealand, is the primary source of information. It contained the perceived needs in the degree of importance, level of needs, and level of difficulty using the 5-point Likert scale scoring system.

A total of 243 students and four (4) faculty members teaching Oral communication subjects served as respondents in this study.

Frequency count, percentages, and weighted mean computation were used to analyze the data obtained from the respondents. The Spearman Ranked Order Coefficient of Correlation was used to test the hypothesis of no significant relationship

between the students' learning needs and the teachers' perception of their learning needs. The T-test for two independent samples was used to test if there is a significant difference between the students' perception of their needs and those of the teachers.

The findings of the study indicate that the Inputs for Oral Communications of Speech 111 students emphasize that their learning needs as "very much important", "very much needed", and "difficult". Meanwhile, the teachers perceived those learning needs as "very much important" and "much difficult."

In the test of difference, a significant difference was found between the students' perception of their needs and those of the teachers in terms of the degree of importance. In terms of level in needs and level of difficulty, no significant difference was found. In the case where the teachers and students differed in perception, the teachers are expected to focus more on the students' needs.

Identified as an important lesson for the students to enhance their Oral Communication competence, particularly centered on exploring the nature of communication, explaining the process of communication, explaining the dimensions of communication, elaborating Influence of Gender on the Dimensions of Communication, explaining Non Verbal miscommunication, explaining Verbal miscommunication, explaining the Functions of Communication, learning the types of speech context, giving the types of speech style, learning the types of speech acts preparing and delivery of the speech, understanding the types of speech, principles of speech writing and principles of speech delivery.

Keywords - learning needs; speech acts; workbook; verbal and non-verbal communication, oral communication



I. INTRODUCTION

All of us are really born with the ability to speak, and we have the capacity to learn the language. However, people in our society cannot function without communication. Society exists and grows with every communication activity between and among persons within that society. We are social beings who always interact all the time. In fact, most of our active time is done in speaking

Therefore, this study clears up the misconception. Communication, seemingly natural and therefore, need not be studied; it has to be learned and mastered. Communication is an art, a science, a process, and a technique. Studying communication involving learning about elements, discussions, and principles, as Ramona S. Flores emphasized in her book in oral communication.

This study will add, level upon level, to the students' understanding of oral communication. Impart, tips for effective communication are emphasized, while exercises and activities provide opportunities for practice.

For the above reasons that this will be a guide for the students in navigating the intricacies of the process of communication. The goal of this paper is for the students to learn that effective oral communication is the bridge to success in the real world outside the classroom. It is hoped that this study will widen the students' world of communication, enabling them to become effective communicators. Lastly, the researcher envisions this study as a vehicle that will bring the students through to the real world armed with the realization that knowing how to communicate and communicate well is an integral part of their success.

II. OBJECTIVES OF THE STUDY

This study aimed at finding out the Oral Communication needs of Speech 111 students in the University of Eastern Philippines. Specifically, this study intended to:

1. identify the perceived learning needs of Speech 111 students in taking Oral Communication in terms of the degree of importance, level of needs, and level of difficulty;
2. identify the teachers' perceptions of the learning needs in terms of the degree of importance, level of needs, and level of difficulty.

III. METHODOLOGY

This study was conducted in the University of Eastern Philippines (UEP), the only comprehensive state university in the Eastern Visayas Region, which is located in the municipality of Catarman, Northern Samar.

The College of Arts and Communication in the University College offers the general education

courses of which Oral Communication subject, the target audience of this study

This study used descriptive-correlational research that focused on identifying the oral communication learning needs of Senior high school students as perceived by the students and the teachers. Like descriptive research, it is concerned with the description of the current state and analysis of the relationship between variables, the principal aim of which is to gather inputs for Oral Communication.

The variables of this study were composed of the input, process, and output. The input variables were the learning needs of Oral Communication students and the teacher's perceptions of the students' learning needs. The students' learning needs were identified in terms of the degree of importance, level of needs, and level of difficulty using the 5-Point Likert Scale scoring system. The degree of importance was categorized as very much important, very important, important, fairly important, and not important. The level of needs was categorized into very much needed, much needed, needed, less needed, and not needed. The level of difficulty was categorized as very much difficult, much difficult, difficult, less difficult, and not difficult. The process/throughout variable was the analysis of the learning needs of the Oral Communication students. The output variable was the study, which was organized based on the learning needs of Oral Communication students where the inputs consist of pronunciation (segments), intonation and stress (suprasegmentals), needs and importance of oral communication, listening comprehension, vocabulary enrichment, public speaking, and the different speech activities on various situations.

IV. FINDINGS

The students' viewpoints of their learning needs showed that the items are "very much important" as reflected in the grand weighted mean of 4.26, and this implies that inasmuch as passing the course is concerned apart from the goal of oral proficiency. While the teachers' perceived the students' learning needs as "very much important" as reflected in the grand weighted mean of 4.75, and this shows that since talking was identified in almost all indicators to be very much important, these should be addressed in their course content.

Table 1. Oral Communication Learning Needs of Speech 111 Students by Degree of Importance as Perceived by Themselves and by Teachers

Perceptions	Grand Mean	Interpretation
Students	4.26	Very Much Important
Teachers	4.75	Very Much Important

The grand weighted mean of 4.25 shows that all the mentioned items in the students' learning needs by the level of needs are "very much needed", which indicates that a workbook to address them could be of good help. The teachers' perceptions of the students' level of learning need to be rated as "very much needs" as reflected in the grand weighted mean of 4.25, and this means that the teacher's innovativeness is one key to stir student interest in addressing the very much needed indicators.

The items on the level of difficulty reflected in semblance to those learning need perceived by the students rated "very important" in Table 1 and "much needed" in Table 2 in the degree of importance and level of needs, respectively. Based on the grand weighted mean of 2.62, all items were rated "difficult," and it suggests that there is a need to focus on the students speaking skills in their communicative performance in English. And based on the grand weighted mean of 3.30, the teachers' perceived the level of difficulty of the students' learning needs from the "much difficult" to "difficult" rating, and it implies that there is a need to address the students' speaking skills and proficiency in the English language.

Table 2. Learning Needs of Speech 111 Students by Level of Difficulty as Perceived by Themselves and by Teachers

Perceptions	Grand Mean	Interpretation
Students	2.62	Difficult
Teachers	3.30	Difficult

The test of the relationship between the perceptions of the students of their learning needs and those of the teachers showed that the degree of importance, level of needs, and level of difficulty were significantly related, which means that the students' and teachers' perceptions are the same.

These topics, exercises, and activities were incorporated in the workbook, and they would help the students become competent and responsible speakers and listeners and thereby meeting the everyday problems of formal and informal communication adequately.

V. CONCLUSION AND IMPLICATIONS

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

Using a module/workbook is more effective for Oral Communication as compared to the traditional teaching method. It can be concluded that students wanted more lessons on pronunciation, intonation, stress patterns, etc. They believed that pronunciation is an important aspect of learning a language. This means that if the students are provided the opportunity of learning at their own pace, according to their ability, level, and needs, it may yield better academic performance. It also implies that based on the survey conducted, listening skills

should not be neglected in the teaching-learning process, for it greatly affects their communication skills.

In terms of teachers' perceptions on the learning needs of the senior high school students of the Oral Communication subject, the majority of the oral communication skills are perceived to be very important, very much needed, and much difficult for the students. This implies that for the learning-teaching situation to be effective, oral communication skills are needed in order for the students to perform well.

VI. RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations were arrived at:

1. Students should be made to actively participate in the oral communication aspects of the language to enhance their listening and speaking skills. The teacher should give more activities or exercises requiring pronunciation, including segmental features, vowels, and consonants and the stress and intonation patterns, vocabulary, fluency, and comprehension.

2. Oral Communication teachers should provide opportunities for individual oral presentations as part of a lesson to encourage the students to develop speech habits that motivate the students to speak with the right pronunciation, intonation, stress, and comprehension. Furthermore, they should bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students. This would go a long way in solving the problem of poor academic performance of students in Oral Communication subject.

3. Oral Communication teachers should be masters of and competent in speech and oral communication. One venue to attain this is upgrading themselves by attending various oral communication pieces of training and seminars.

4. It is recommended that the Oral Communication workbook be used for oral communication classes to ensure quality learning for students enrolled in the subject.

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