

Perceptions and Attitudes in the Use of Communicative Activities and Academic Performance in Oral Communication among Senior High School TVL Students in Siocon District, Division of Zamboanga Del Norte

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ABSTRACT. This study aimed to examine the students' perceptions and attitudes toward the use of communicative activities and to determine their relationship to students' academic performance in Oral Communication among Senior High School TVL learners in Siocon District, Schools Division of Zamboanga del Norte, during the first semester of the School Year 2022–2023. The study employed a survey and descriptive-correlational research design with a total of 428 student respondents. The statistical tools used were the weighted mean and Spearman Rank-Order Correlation Coefficient. Findings revealed that the students demonstrated a high level of perception and a high level of attitude toward the use of communicative activities. Moreover, the students' academic performance in Oral Communication was rated as satisfactory. Furthermore, results showed that there was no significant relationship between students' perception of the use of communicative activities and their academic performance in Oral Communication. Likewise, students' attitude toward communicative activities did not significantly correlate with their performance. Based on these results, the study recommends that the Schools Division Superintendent, Education Supervisors, and School Heads in the Division of Zamboanga del Norte encourage teachers and curriculum planners to continuously enhance instructional approaches and learning materials that strengthen students' positive perceptions and attitudes toward communicative activities, thereby sustaining meaningful and engaging oral communication learning experiences.

Keywords: *Use of Communicative Activities, Oral Communication, Academic Performance, Philippines*

I. Introduction

Individuals' thoughts and opinions on events, situations, and things are referred to as perceptions. They give meaning to their surroundings by interpreting their own experiences, expectations, interests, and attitudes (Rezalou & Yagiz, 2021). Attitudes may affect behavior that influences what the learner selects from the environment and how they will react towards teachers, the material used, and other students (Mensah et al, 2013). Attitude towards communicative activities may lead to better academic performance as the teacher also considers it positively (Primadi, Setiyadi, & Kadaryanto, 2014). Canceran and Malenab- Temporal (2018) stated that learners possess negative beliefs about activities in communication skills tend to decrease negative attitudes toward learning communication skills. Negative perceptions toward activities and communication skills lead learners to fail to learn and lower their language proficiency (Rezalou & Yagiz, 2021). Moreover, students' low language proficiency as one of the main obstacles that prevent them from perception and using communicative activities in the class (Jafari, Shokrpour, & Guetterman, 2015).

Attitude is considered as an essential factor influencing oral communication skills performance (Canceran &

Malenab-Temporal, 2018). Oral communication is a necessary skill for students in the classroom, and the ability to speak English is an essential oral skill. Because English is the language of instruction, students must be able to communicate effectively. In the classroom, students are unable to express it is understandable that they will not feel confident or at ease speaking English in casual conversations outside the classroom (Vo, 2022). As a result, communicative activities are important, and students must practice and become proficient in public speaking (Islam, Ahmad, & Islam, 2022). Moreover, communication skills, especially oral communication skills, are genuinely important not only in English but also in other core subjects like Mathematics and Science, wherein English is very useful (Jay-ar & Lasaten, 2018).

In this context, this study identified and described the levels of attitudes toward using communicative activities in English students correlated to their academic performance. Jay-ar and Lasaten (2018) indicated a significant relationship exists between the student's level of attitude towards using communicative activities and their academic performance in English. This significant correlation coefficient implies that attitude towards using oral communication affects students' academic performance in English subjects. In addition, Juan and Lasaten (2016) stated that using Communicative activities affects students' academic performance and contributes to forming an interactive classroom setup where effective language use and communication abound.

A gap in the literature was identified regarding attitudes toward using communicative activities in the classroom. Some studies have tried to shed light on the issue by investigating students' challenges and difficulties when perceiving and using communicative activities in the classroom (Kalanzadeh, Mirchenari, & Bakhtiarvand, 2013; (Jafari, Shokrpour, & Guetterman, 2015). However, few studies have been done on students' perceptions and attitudes to communicative activities as a way to improve English listening and speaking skills. The researcher intended to find the possible problems related to English learners' speaking skills and implement some actions to improve their speaking ability through Communicative activities and how they affect students' academic performance in Siocon District, Division of Zamboanga del Norte.

II. Literature Review

Academic Performance

Academic achievement refers to the level of academic attainment in school subjects attained by pupils through examination. Academic achievement refers to a student's academic or educational achievement as measured by a grade or percentage in our educational system. Academic accomplishment is used in contemporary society to assess students' educational quality (Jueves Jr & Dacumos, 2019). Teachers with poor communication skills may cause children to do poorly in school and lead to an unstable professional existence after graduation. Good communication reduces the possibility of harsh feelings during the teaching and learning process. It is critical for a teacher to have good communication skills in order to create a good classroom atmosphere for effective teacher-student interaction in order to support effective learning by students and attainment of desired professional goals. Good communication is essential not only for effective teaching and learning, but also for the success of any human endeavor (Nyarks & Enang, 2020).

Perceptions Using Communicative Activities

Perception means individuals' beliefs and opinions toward events, situations, and things. They attach meanings to the environment through their interpretations of their experiences, expectation, interests, and attitudes. Learners' expectations, interests, and experiences in learning the class environment and teaching methodology can affect their opinions toward learning a new language. Having positive perceptions toward language learning leads students to successful academic performance (Rezalou & Yagiz, 2021). Communicative activities are essential and should be presented in a situation or context and have a communicative purpose which must be engaging and meaningful. In sum, the various enjoyable, communicative activities such as exciting topics, relaxing classroom atmosphere, and positive interaction were essential factors to affect students' perceptions (Tekliuk, 2020).

Attitudes Using Communicative Activities

Rezalou and Yagiz (2021) stated that positive attitude and greater motivation effectively improve students' language proficiency. In addition, these activities helped gain the students' satisfaction in all aspects. Most students expressed that these activities were fun, engaging, and motivating. However, the study revealed that students' negative attitude affects using communicative activities in language classes. Teachers may provide opportunities for learners to develop both accuracy and fluency in communicative activities (Farooq, 2015). On the

other hand, students spend many years learning English in a structured-based teaching atmosphere, but they struggle to improve verbal communication or oral skills due to poor attitude (Alagözlü, 2012).

Experienced language teachers who are concerned about their students' needs can increase their students' positive attitudes through appealing teaching methods. As previously discussed, attitudes can influence students' success or failure in the learning process. Students' satisfaction with activities, classroom environment, and teaching methodology can thus positively influence their attitudes toward target language learning. (Amin, 2020). In addition, attitude is the same in all factors of the development of cognition and affect in human life. People's attitudes can develop from early childhood, resulting from their parents' envelopment and friends' influence that finally brings either positive or negative value judgment. The attitude of each person can be lined to values and beliefs and can be promoted or discourage the choices made in all realms of activities, no matter academic or informal (Komol & Suwanphathama, 2020).

Conceptual Framework

Independent Variable

- Students' Perceptions Toward Using Communicative Activities
- Attitudes Toward Using Communicative Activities

Dependent Variable

**Academic Performance
in Oral Communication
(School Form 9-Learners
Progress Report)**

Figure 1. Conceptual Framework of the Study

The conceptual framework is presented in Figure 1. First, the independent variable which is students' perceptions toward using communicative activities and attitudes toward using communicative activities. Lastly, dependent variables which is students' academic performance.

Statement of the Problem

This study aimed to assess the students' perceptions and attitudes toward using communicative activities and its relationship to students' academic performance in oral communication of the Senior High School TVL students in Siocon District, Division of Zamboanga del Norte during the first semester of school year 2022-2023.

1. What is the respondents' level of perceptions toward the use of communicative activities?
2. What is the respondents perceived level of attitudes toward using communicative activities?
3. What is the level of respondents' academic performance in oral communication?
4. Is there a significant relationship in the respondents' level of perceptions toward using communicative activities and level of academic performance in oral communication?
5. Is there a significant relationship in the respondents' level of attitudes toward using communicative activities and level of academic performance in oral communication?

Hypotheses

1. There is no significant relationship in the respondents' level of perceptions toward using communicative activities and level of academic performance in oral communication.
2. There is no significant relationship in the respondents' level of attitudes toward using communicative activities and level of academic performance in oral communication.

II. Research Methodology

Method Used

The study employed both survey and descriptive-correlational research methods. The survey method was utilized because the researchers collected data through a structured questionnaire that measured students' perceptions and attitudes toward the use of communicative activities, as well as their academic performance in Oral Communication. According to Creswell and Guetterman (2019), a survey is a systematic method of gathering information from a specific group of respondents to obtain insights on various educational and social phenomena. Meanwhile, correlational research is a non-experimental approach in which variables are measured to determine the statistical relationship between them without manipulating or controlling external factors (Bhat, 2019). In line with this, a correlational analysis was conducted to examine whether students' perceptions and attitudes toward communicative activities were significantly related to their academic performance.

Research Environment

The study took off in Siocon District, Division of Zamboanga del Norte, Philippines. The municipality is 250 kilometers south of Dipolog City and has Junior High School but only Senior High School in grade 11 students of Siocon District with four hundred twenty-eight students were included in this study.

Respondents of the Study

The study respondents were a complete numeration of the four hundred twenty-eight (428) TVL students of Senior High School in Siocon District, Division of Zamboanga del Norte during the first semester of school year 2022-2023.

Research Instrument

The questionnaire used in the study consisted of three parts. Part I measured students' perceptions toward the use of communicative activities and was adapted from the instrument developed by Rezalou and Yagiz (2021), comprising twelve (12) items. Part II assessed students' attitudes toward communicative activities, also adapted from Rezalou and Yagiz (2021), and consisted of ten (10) items. Part III measured students' academic performance, which was obtained from the School Form 9 (Learner's Progress Report Card), based on the guidelines prescribed in DepEd Order No. 8, s. 2015, titled "*Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*."

Data Gathering Procedure

A formal request letter was initially submitted by the adviser to the Dean of the Graduate School of Andres Bonifacio College, Inc., Dipolog City, to seek approval for the administration of the research instrument. Upon approval, the Dean issued an endorsement letter supporting the conduct of the study. This endorsement, together with the researcher's communication, was subsequently forwarded to the Schools Division Superintendent through the school principal to request ethics clearance for the field testing and administration of the instrument. After the ethics clearance was granted, copies of the approval were disseminated to the principals and heads of the concerned schools and grade levels, thereby securing permission to administer the research instruments to the selected respondents.

Statistical Treatment of the Data

Weighted Mean. It was used to quantify the ratings of the respondents in their perceptions and attitudes toward using communicative activities in English classes. It was also employed to quantify the students' academic performance in oral English communication.

Scoring Procedure

Scale	Range Value	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Students' Academic Performance

Scale	Range of Values	Description	Grading Scale
5	4.500-5.000	Outstanding	90 – 100
4	3.500-4.499	Very Satisfactory	85 – 89
3	2.500-3.499	Satisfactory	80 – 84
2	1.500-2.499	Unsatisfactory	75 – 79
1	Below 1.499	Poor	Below 75

Source: DepEd Order No. 8 series of 2015

Standard Deviation. It was used to determine the homogeneity and heterogeneity of the respondents' ratings in their perceptions and attitudes toward using communicative activities in English classes and academic performance where $SD \leq 3$ is homogenous, and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Galleto, Refugio & Torres, 2019).

Spearman Rank-Order Correlation. This is used to determine the correlation between students' attitude toward the use of communicative activities and academic performance in oral communication. The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to $\pm .49$	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

IV. Results

Students' Perception toward the Use of Communicative Activities

Table 1

Students' Perception Level toward the Use of Communicative Activities

Descriptors	AWV	SD	Description	Interpretation
Learning through communicative activities provides a relaxed atmosphere and you are happy to learn English.	4.21	0.749	Strongly Agree	Very High

Learning through communicative activities help you to improve your speaking ability.	4.42	0.756	Strongly Agree	Very High
Learning through communicative activities increase your selfconfidence in speaking English	4.11	0.917	Agree	High
4. You understand the procedure of doing the communicative activities clearly.	3.93	0.826	Agree	High
5. The communicative activities encourage learners' classroom participation.	4.16	0.885	Agree	High
Learning through communicative activities promote a good relationship among learners as well as between learners and the teacher.	4.30	0.836	Strongly Agree	Very High
7. Learning through communicative activities activates learner's needs and interests.	4.07	0.840	Agree	High
You realize that English is important after learning through communicative activities.	4.38	0.796	Strongly Agree	Very High
Learning through communicative activities encourage you to think and increase your self-confidence.	4.18	0.895	Agree	High
10. Learning through communicative activities helps you to learn English naturally.	4.23	0.832	Strongly Agree	Very High
You like to learn English using communicative activities.	4.16	0.839	Agree	High
You can apply the knowledge in the classroom to use in your daily life after learning through communicative activities	4.18	0.848	Agree	High
Mean & SD	4.19	0.553	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 revealed that the students have a high perception (AWV = 4.19; SD = 0.553) toward the use of communicative activities in learning Oral Communication. A majority of indicators recorded "Agree" and "Strongly Agree", showing the learners' positive evaluation of communicative activities. Notably, the highest-rated items reflected perceptions that communicative activities improve speaking ability (AWV = 4.42), promote good relationships among learners and teachers (AWV = 4.30), and make students realize the importance of English (AWV = 4.38). Students also feel relaxed and learn naturally through these activities (AWV = 4.21–4.23), indicating that communicative learning reduces anxiety and makes English learning more enjoyable. Although all items yielded high ratings, students rated lowest their understanding of procedures (AWV = 3.93), suggesting the need for clearer instructions during communicative tasks. It means that students hold strong, favorable perceptions toward communicative activities, believing that such activities contribute significantly to improving their speaking competence, confidence, participation, and classroom relationships. Communicative activities not only enhance academic engagement but also help learners value the importance of English and apply it in real-life situations. The data further reveal that enjoyable, interactive learning experiences encourage students to develop natural language use. However, the slightly lower rating concerning clear instructions suggests that effective facilitation

remains essential for maximizing learning outcomes. It implies that schools and teachers should sustain and strengthen the use of communicative activities in Oral Communication classes, as students perceive them positively and beneficially. Teachers should maximize these activities to foster linguistic confidence, active participation, and collaborative learning. The findings align with the study of Rezalou and Yagiz (2021), who emphasized that communicative activities create a positive learning environment that enhances motivation, confidence, and active participation. Moreover, Harmer (2015) explained that communicative activities encourage collaborative learning and build strong teacher-student and student-student relationships—consistent with this study's high ratings on classroom participation and improved relationships.

Students' Attitude toward the Use of Communicative Activities

Table 2

Students' Attitude toward the Use of Communicative Activities

Descriptors	AWV	SD	Description	Interpretation
The communicative activities are interesting.	4.17	0.840	Agree	High
The communicative activities are varied, enjoyable, and fun.	4.10	0.815	Agree	High
The content of communicative activities and the activities themselves are suitable for your proficiency level.	3.91	0.839	Agree	High
4. The procedure of using communicative activities is clear.	3.93	0.795	Agree	High
The topics and the content of communicative activities suit your needs.	3.98	0.837	Agree	High
The pictures provided in the communicative activities help you understand the activities.	4.22	0.808	Strongly Agree	Very High
The communicative activities are challenging.	4.23	0.768	Strongly Agree	Very High
You understand the purpose of communicative activities clearly.	4.02	0.801	Agree	High
9. The communicative activities motivate you to speak English.	4.18	0.822	Agree	High
The communicative activities are appropriate focusing in English class.	4.20	0.832	Agree	High
Mean & SD	4.09	0.551	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 indicate that students demonstrate a high level of attitude (AWV = 4.09; SD = 0.551) toward the use of communicative activities in English classes. All ten indicators were rated "Agree" or "Strongly Agree", showing favorable dispositions toward these activities. Notably, the highest-rated statements reveal that students find communicative activities challenging (AWV = 4.23) and that pictures included in tasks help them understand better (AWV = 4.22). Students also acknowledged that communicative activities are interesting (AWV = 4.17), motivating (AWV = 4.18), and appropriate for English class (AWV = 4.20). Although still high, the lowest rating was on the suitability of activities to students' proficiency level (AWV = 3.91), indicating some tasks may need adjustment to better address learners' language levels. It means that students hold a positive and favorable attitude

toward communicative activities, believing that such activities make English learning enjoyable, motivating, and interactive. Students appreciate tasks that are visually supported, relevant to their needs, and intellectually stimulating. Although they generally approve of the tasks, the slightly lower score regarding proficiency alignment suggests that some activities may require adjustment to ensure they match learners' individual capabilities. Overall, students' attitudes reflect a willingness to engage actively in communicative learning when activities are appropriately designed and facilitated. It implies that teachers should continue implementing communicative activities, emphasizing motivating, relevant, and visually supported tasks that stimulate learners' interest and challenge their thinking. However, learning materials must also be differentiated and aligned with students' actual proficiency levels, ensuring that each student can participate meaningfully regardless of skill differences. This is particularly important for TVL learners, whose communication skills are essential for future workplace interactions. Enhancing instructional design, integrating multimedia support, and offering leveled activities can further strengthen students' positive attitudes and maximize the effectiveness of communicative instruction. The present findings are consistent with the study of Qimmahtum, Khairy, and Swandari (2023), which similarly reported that students generally exhibit positive attitudes toward learning English. Harmer (2015), communicative activities promote collaboration, motivation, and meaningful student interaction in the English classroom, consistent with the study's findings that students enjoy and are encouraged to participate in such activities.

Table 3

Level of Students' Academic Performance in Oral Communication

Range of Grades	Frequency	Percent	Mean	SD	Interpretation
(5) 90 – 100	69	16.1	3.40	0.917	Satisfactory
(4) 85 – 89	176	41.1			
(3) 80 – 84	124	29.0			
(2) 75 – 79	59	13.8			

Table 3 shows that the students' academic performance in Oral Communication is at a satisfactory level, with a computed mean of 3.40 and a standard deviation of 0.917. The data further reveal that the majority of the learners fall within the grade range of 85–89 (41.1%), followed by 80–84 (29.0%), while only 16.1% of the students obtained grades between 90–100, indicating a relatively small proportion of students who reached an outstanding level. Meanwhile, 13.8% of the learners scored between 75–79, reflecting minimal but noticeable performance difficulties. Overall, these results show that most students meet the required competencies but have not yet reached an advanced mastery level in Oral Communication. It means that students generally perform satisfactorily in Oral Communication, demonstrating that they possess necessary communication skills but still require further enhancement to reach higher proficiency. Although students are capable of understanding and delivering English communication tasks, their performance suggests that they are not yet fully exhibiting advanced mastery of oral language skills such as fluency, coherence, pronunciation accuracy, and spontaneous communication. The relatively small number of outstanding performers implies that enrichment programs and more effective instructional strategies are needed to help more learners transition from satisfactory to high-achieving levels. It implies that teachers must provide more enrichment activities and targeted interventions to strengthen students' performance in Oral Communication. Instruction should focus on improving higher-order communication skills, particularly those involving real-life speaking tasks, interactive group presentations, and performance-based assessments. Schools must also consider reinforcing communicative language teaching strategies and increasing speaking opportunities within the classroom. Strengthening assessment feedback, integrating technology-supported communication tools, and offering remedial speaking sessions may help learners progress beyond the satisfactory level toward higher proficiency. The findings align with DepEd Order No. 8, s. 2015, which emphasizes that classroom assessment should not only measure mastery but also support student learning and improvement through authentic performance tasks. The findings of this study are consistent with those of Pulalon et al. (2020), who likewise reported that Grade 12 students demonstrated satisfactory academic

performance. Similarly, the results parallel the conclusion of Baron (2022), indicating that students' overall academic performance generally falls within the satisfactory level.

Relationship Between the Students' Perception toward the Use of Communicative Activities and Academic Performance in Oral Communication

Table 4

Test of relationship between the students' perception toward the use of communicative activities and academic performance in oral communication

Variables	p-value	p-value @ 0.05	Interpretation
<u>Perception and Academic Performance</u>	0.049	0.312	Negligible/Slightly Positive/ Not Significant

Table 4 presents the test results on the relationship between students' perception toward the use of communicative activities and their academic performance in Oral Communication. The computed p-value of 0.312 is greater than the 0.05 level of significance, which indicates that the relationship between the two variables is not statistically significant. Although the students responded favorably to communicative activities, the correlation was interpreted as negligible/slightly positive and not significant, suggesting that students' positive perceptions do not necessarily result in higher academic performance. It means that while students appreciate and value communicative activities, such positive perceptions alone are not sufficient predictors of their academic performance in Oral Communication. Students may enjoy and recognize the benefits of communicative learning, yet other factors such as instructional delivery, speaking anxiety, study habits, motivation, and individual learning styles could influence their performance more strongly than perceptions. It implies that educators should not rely solely on students' favorable perceptions of communicative activities. Instead, teachers must strengthen implementation strategies, ensure proper scaffolding of tasks, and integrate performance-based interventions that lead to measurable skill improvement. Students' enjoyment and perceived usefulness of activities must be supported by well-designed speaking tasks, structured feedback, and clear performance criteria to translate positive perceptions into actual learning gains. The result aligns with Krashen's (1982) Affective Filter Hypothesis, which posits that although a positive emotional climate improves motivation, skill development still requires comprehensible input and meaningful learning experiences. According to Toro et al. (2019), providing students with authentic communicative contexts is one of the most effective strategies teachers can employ, as it enables learners to exchange real information and allows language use to naturally adjust to the situation.

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