

IMPROVING SPEAKING SKILLS THROUGH H.A.S.P. AMONG GRADE 6 STUDENTS

ABSTRACT

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This study aimed to improve students' speaking abilities to enhance the effectiveness of their learning. It focused on helping students clearly and confidently express information verbally so that listeners could easily understand them. The research used auditory learning materials called "H.A.S.P." (Hearing Actively and Speaking Proudly), through which students engaged in targeted listening and speaking activities that strengthened their oral responses. Special attention was given to the accurate pronunciation of words and sentences, leading to significant gains in fluency, grammar, vocabulary, and overall pronunciation. The study was grounded in Van Dijk's (2020) Digital Divide theory. The study involved 41 Grade 6 students from San Gabriel Elementary School and used standardized 40-item pre-tests, post-tests, and survey questionnaires. Data were analyzed using statistical methods such as Frequency, Percentage, Ranking, Weighted Mean, and Z-test to evaluate the intervention's effectiveness. Grounded in a review of relevant literature, the researcher also created a table of specifications to ensure alignment between the assessments and the study's framework. The results highlighted key characteristics of the participants, who were aged 11 to 13 years old, comprising 18 females and 23 males. Analysis of their speaking skills showed significant improvement, with weighted means reflecting effectiveness in fluency (3.00), grammar (3.05), pronunciation (3.02), and vocabulary (3.01), all rated as Effective. The pre-test yielded a composite mean of 15.56 (SD = 4.94), while the post-test showed a higher composite mean of 20.90, resulting in the rejection of the null hypothesis. Identified challenges included fostering effective learning, limited home resources, struggling readers, insufficient visual aids, and a lack of ample practice opportunities. The findings demonstrate that the H.A.S.P. guidelines effectively enhanced students' speaking and listening skills by integrating multimedia resources. This structured approach facilitated the efficient use of materials in the classroom, enabling students to improve their verbal expression and build greater confidence in their communication abilities. Consequently, these improvements contributed to their academic success and personal development.

RECOMMENDED CITATION

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