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USE OF P.O.W.E.R.F.U.L APPROACH AND THE SPEAKING SKILLS OF GRADE 11 HUMSS STUDENTS

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ABSTRACT

This study aimed to determine the effectiveness of P.O.W.E.R.F.U.L approach, in enhancing the speaking skills of Grade 11 students at Fernando Air Base Integrated National High School in terms of vocabulary, grammar, pronunciation, and fluency. The researcher hopes that the problems encountered in speaking might be alleviated through the study's outcomes and further promotes the use of the approach used in this study. The use of this approach paved the way to enhance further speaking competence in vocabulary, grammar, pronunciation, and fluency. This might open doors to those students who are hesitant to express their ideas in speaking not only in English subjects but also in other disciplines. Through the study's findings, the possible approaches in further promoting this approach will be clear and hopefully effective. Meanwhile, the study's findings on enhancing the students' speaking skills using P.O.W.E.R.F.U.L approach resulted in significant differences in the speaking skills of the respondents in terms of vocabulary, grammar, pronunciation, and fluency. The results revealed that in terms of speaking skills, students have improved. This demonstrates that the P.O.W.E.R.F.U.L approach significantly improved students' speaking skills and confidence in delivering impromptu speeches and other speaking performances.

KEYWORDS: *P.O.W.E.R.F.U.L Approach, Fluency, Grammar, Pronunciation, Vocabulary*

I. INTRODUCTION

Speaking is one of the skills that Filipino high school students should work on, but most students lack confidence in their ability to speak, so they become anxious whenever they are required to answer a question or deliver a speech. Even though oral communication is the foundation of almost all classroom learning, oral communication in the classroom remains devalued.

It is highly alarming that many of the Filipino senior high school (SHS) students who continue to struggle with numerous oral communication problems. Some SHS students, for example, are reluctant to speak English during group discussions, meetings, public speeches and other interpersonal interactions.

Furthermore, Leong and Ahmadi (2017) stated that speaking skills are increasingly receiving attention from the global society. People commonly think that speaking is the ability of someone to speak a specific type of language while ignoring supporting competencies such as grammar, fluency, pronunciation, and substance of the speaking Students can demonstrate the aforementioned competencies when they speak publicly or in front of a class [1].

Moreover, Asdar (2017) claimed that speaking necessitates and incorporates more fundamental skills than other abilities. Speaking is considered a beneficial skill. Speaking requires grammar, vocabulary, pronunciation, fluency, comprehension, and correctness [2]. Though these speaking abilities are basic, they are a major issue among senior high school students, particularly Grade 11 HUMSS, as seen by their performance tasks or oral speeches. Most students received "poor" or "needs improvement" ratings on their oral speech activities regarding the subject of Oral Communication, which is alarming. Most of the time, they are hesitant to talk and perform, especially when it comes to individual speeches. The researcher, who has been teaching Oral Communication to students at Fernando Air Base Integrated National High School for three years, has observed a significant increase in the number of learners in need of improvement over the academic years, despite the fact that these learners are already classified as adult beginning communicators.

However, according to Mahdi (2015b) the progress of students depends on the teaching and learning strategies employed by both students and teachers. The progress of students' speaking mainly depends on the classroom structure, different assessments, lessons, and strategies [3].

To cater the needs of the learners in improving their speaking skills, the researcher used an approach that helped learners in their speech presentations. An intervention that served as the students' bridge to present powerfully, to express, motivate, persuade, and communicate well as an effective speaker. A P.O.W.E.R.F.U.L Approach is a tactical tool to assist learners in enhancing their speaking skills and various parts and stages of student's oral presentation. Furthermore, Fauzi (2016) found that using P.O.W.E.R.F.U.L. presentations improved students' speaking skills. Furthermore, the study's findings urged that P.O.W.E.R.F.U.L. presentations be included in the speaking class to assist students in becoming more fluent in English, as these presentations help students improve their communication skills. According to the study, these tools can

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be used as a teaching-learning aid, but students must be well-versed in vocabulary, grammar, and model presentation, all of which are still essential in learning how to speak the language [4].

Moreover, Newbold (2015) claimed that the P.O.W.E.R.F.U.L approach (Prepare for Your Moment, Open with Purpose, Weave in the Stories, Engage with Visuals, Relate with Delivery, Frame the Message, Unify the Parts and Leave with Power) focuses on speaking skills of the students can enhance speaking performance through the guidelines, techniques, and strategies. As such, incorporation of the P.O.W.E.R.F.U.L approach may provide invaluable support for delivering amazing oral presentations [5].

The researcher believed that this helped learners greatly develop and advance their speaking skills, hence improving their overall school performance. The researcher determined that there is a significant effect in using P.O.W.E.R.F.U.L approach among the Grade 11 HUMSS students with their speaking skills in Fernando Air Base Integrated National High School.

II. OBJECTIVES OF THE STUDY

This study aimed to investigate the effect of using P.O.W.E.R.F.U.L Approach on speaking skills among Grade 11 HUMSS students in Fernando Air Base Integrated National High School. Specifically, it sought answers to the following questions:

1. What are the pre-test scores of the respondents before using POWERFUL approach in their speaking skills in terms of:
   1.1. vocabulary;
   1.2. grammar;
   1.3. pronunciation;
   1.4. fluency?
2. What are the post-test scores of the respondents after using POWERFUL approach in their speaking skills in terms of:
   2.1 vocabulary;
   2.2 grammar;
   2.3 pronunciation;
   2.4 fluency?
3. Is there a significant difference between the pre-test and post-test scores of the respondents in their speaking skills before and after using POWERFUL approach in terms of:
   3.1 vocabulary;
   3.2 grammar;
   3.3 pronunciation;
   3.4 fluency?

III. METHODOLOGY

This study utilized the one group pretest posttest research design under pre-experimental study. An experimental method was used to test the utilization of the constructed lesson exemplar emphasizing the P.O.W.E.R.F.U.L approach, as well as the assessment of oral performances among the identified Grade 11 HUMSS learners with poor speaking skills. For this study, the researcher drawn thirty-one (31) respondents from the three (3) sections of Grade 11 HUMSS enrolled in Fernando Air Base Integrated National High School for the academic year 2023-2024. These respondents took Oral Communication in their first semester and identified that they encountered difficulties with speaking activities, which was apparent from their grades on their oral performances and outputs on their classroom speaking tasks on assessments.

The pre-assessment was conducted an impromptu speaking activity with a detailed mechanics that served as directions of the activity and analytic rubric that measures the students' level of speaking skills.

The researcher then conducted the approach for sixteen (16) days to execute the P.O.W.E.R.F.U.L approach and conduct a post-intervention assessment. The four (4) crafted lesson exemplars were utilized every after-class period. Each lesson exemplar employs the P.O.W.E.R.F.U.L. approach that improved various aspects and stages of students' performance.

The researcher designed activities that addressed the student's speaking skills and how to improve them. Students' tasks were based on the learning competency assigned in the core subject Oral Communication in Context. The students performed various activities that has different levels with the integration of POWERFUL approach. The consistent integration of P.O.W.E.R.F.U.L. approach is apparent in all parts of the lesson. Each variable of the approach was used in improving the vocabulary, pronunciation, grammar, and fluency skills in speaking.

Following the experiment, the researcher conducted a post-assessment for the respondents, and the results were analyzed using statistical measures like frequency, percentage, mean, and t-test to determine the significant difference between pretest and posttest scores. Frequency and Percentage was employed to show the pretest and posttest scores of the respondents. Mean was used in determining the average scores obtained from the group on the pretest and posttest given. T-test was employed to determine the significant difference in the pretest and posttest scores of the group.

IV. RESULTS AND DISCUSSION

Table 1.
Pre-test Scores of the Respondents before using POWERFUL Approach in their Speaking Skills in terms of Vocabulary

Scores	Frequency	Percent	Verbal Interpretation
1.00	8	25.8	Beginning
2.00	8	25.8	Developing
3.00	9	29.0	Approaching Proficiency
4.00	6	19.4	Proficient
5.00	0	0	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

Based on the data above, 51.6 percent of the respondents fell in the beginning and developing level. This substantiated that

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they had a limited or expanding vocabulary. Conversely, 29.0 percent of the respondents were in the level of approaching proficiency, implying that students can demonstrate effective language control and a wide range of vocabulary. In addition, 19.4 percent of the respondents were proficient indicated that they were great in language control and had a relatively well-chosen vocabulary before using the POWERFUL method. Then, none of the respondents received advanced remark, indicating excellent control of language aspects and a diverse vocabulary. The pretest findings showed that the respondents' speaking skills were limited in terms of vocabulary. However, these learners come under sufficient or weak language management, and basic vocabulary selection, with some terms plainly missing or the vocabulary that is utilized does not fit the task.

Table 2.
Pre-test Scores of the Respondents before using POWERFUL Approach in their Speaking Skills in terms of Grammar

Scores	Frequency	Percent	Verbal Interpretation
1.00	11	35.5	Beginning
2.00	8	25.8	Developing
3.00	10	32.3	Approaching Proficiency
4.00	2	6.5	Proficient
5.00	0	0	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

The data shown above that 35.5 percent of the respondents were on the beginning level denoted those students committed more grammatical errors even in simple sentence structures. Then, 25.8 percent of respondents stated that they made 5-6 grammatical errors in their speech, even in simple structures that sometimes conceal meaning. Furthermore, 32.3 percent of respondents in the approaching proficiency group reported having 3-4 grammatical faults that did not hinder meaning but showed minimal variation in structures. Furthermore, 6.5 percent of respondents made 1 to 2 grammatical errors, presumably because to an attempt to incorporate a diversity, and there were findings prior to using the POWERFUL method. Lastly, none of the respondents received advanced remark which has no errors in the accuracy or variety of grammatical structures. The pretest results showed that the respondents' speaking skills in terms of grammar has really have a problem when it comes to the accuracy or variety of grammatical structures.

Table 3.
Pre-test Scores of the Respondents before using POWERFUL Approach in their Speaking Skills in terms of Pronunciation

Scores	Frequency	Percent	Verbal Interpretation
1.00	9	29.0	Beginning
2.00	10	32.3	Developing
3.00	11	35.5	Approaching Proficiency
4.00	1	3.2	Proficient
5.00	0	0	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

The table shows that 29.0 percent of the respondents were in the beginning level indicated that they showed no effort towards a native accent. Furthermore, 32.3 percent of the respondents were in the developing level, and this indicates that their pronunciation is lacking and hard to understand. In addition, 35.5 percent of the respondents plopped in the approaching proficiency level signifying that students demonstrate good pronunciation; no effort towards a native accent. Subsequently, 3 3.2 percent of respondents had excellent pronunciation; they made an effort to accent but were not native speakers.

Lastly, none of the respondents received advanced remark which has an excellent pronunciation; exceptional effort at accent. The pretest results showed that the respondents' speaking skills in terms of pronunciation was good. They will most likely be understood, even if they make errors in other areas.

Table 4.
Pre-test Scores of the Respondents before using POWERFUL Approach in their Speaking Skills in terms of Fluency

Scores	Frequency	Percent	Verbal Interpretation
1.00	13	41.9	Beginning
2.00	6	19.4	Developing
3.00	12	38.7	Approaching Proficiency
4.00	0	0	Proficient
5.00	0	0	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

Based on the data presented above, 41.9 percent of the respondents were in the beginning level, and it implies that their speech was slow, they were hesitant & strained except for short, memorized phrases; they have difficulty perceived continuity in speech, and inaudible as well. Then, 19.4 percent of the respondents were in the developing stage, which means that their speech was frequently hesitant, with some phrases left unfinished; volume was extremely quiet. Furthermore, 38.7 percent of respondents who heaved in the approaching proficiency demonstrated that their speech is relatively smooth, with some hesitation and unevenness induced by rephrasing and looking for words, as well as loudness fluctuations. Finally, none of the respondents received Proficient or Advanced rating. No one has a smooth, fluent speech with minimal hesitations, a brief search for words, and an inaudible word or two. Also, no one offered smooth and flowing speech; there were no hesitations or attempts to find words, and the volume was superb. Pretest results revealed that respondents lacked speech fluency. The researcher noticed issues with speech flow, rhythm, and speed. They stuttered and paused while speaking, and they frequently used fillers ("uhm" or "uh") or repeated words or phrases.

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Table 5.
Post-test Scores of the Respondents after using POWERFUL Approach in their Speaking Skills in terms of Vocabulary

Scores	Frequency	Percent	Verbal Interpretation
1.00	0	0	Beginning
2.00	0	0	Developing
3.00	3	9.7	Approaching Proficiency
4.00	8	25.8	Proficient
5.00	20	64.5	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

The data shows that none of the respondents got the Beginning and Developing remark, indicating that none of them has poor language control; vocabulary chosen does not correspond to the task; and appropriate language control; basic vocabulary choice, with certain terms obviously lacking. Furthermore, 9.7 percent of the respondents concurred in the approaching proficiency level. This proved that they have a good language control and good range of vocabulary was observed. Furthermore, 25.8 percent of respondents scored proficient, indicating students had very excellent language control and a relatively well-chosen vocabulary. Additionally, 64.5 percent of advanced respondents reported having excellent control over linguistic aspects and a diverse vocabulary.

The results revealed that using the POWERFUL approach enhanced the respondents' vocabulary-based speaking skills. Over time, various ways to language learning and teaching have emerged, each having a unique perspective on vocabulary instruction, such as the POWERFUL approach.

Table 6.
Post-test Scores of the Respondents after using POWERFUL Approach in their Speaking Skills in terms of Grammar

Scores	Frequency	Percent	Verbal Interpretation
1.00	0	0	Beginning
2.00	0	0	Developing
3.00	4	12.9	Approaching Proficiency
4.00	21	67.7	Proficient
5.00	6	19.4	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

Based on the data shown above, none of the respondents received the Beginning and Developing remark, implying that no one received seven or more grammatical faults, even in basic patterns, and that meaning was concealed. 12.9 percent of respondents demonstrated approaching proficiency. This demonstrated that they had 3-4 grammatical issues that did not obfuscate meaning and a small variation in structures. Furthermore, 67.7 percent of respondents scored proficient, implying that they made only 1-2 grammatical errors, presumably due to an attempt to incorporate a diversity. Furthermore, 19.4 percent of the respondents were advanced specified that they had no errors in the accuracy or variety of grammatical structures.

The results showed that using the POWERFUL approach increased the respondents' speaking skills in terms of grammar, enabling them to improve their grammar.

Table 7.
Post-test Scores of the Respondents after using POWERFUL Approach in their Speaking Skills in terms of Pronunciation

Scores	Frequency	Percent	Verbal Interpretation
1.00	0	0	Beginning
2.00	0	0	Developing
3.00	3	9.7	Approaching Proficiency
4.00	10	32.3	Proficient
5.00	18	58.1	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

Based on the data above, none of the respondents received the Beginning and Developing remark which means no one shows no effort, towards a native accent and none of them lacked pronunciation and hard to understand. Then, 9.7 percent of the respondents were seen in the approaching proficiency level. This revealed that their pronunciation is good and no effort towards a native accent. Furthermore, 32.3 percent of respondents scored proficiently, indicating that their pronunciation is excellent; there is some effort at accent, but they are not native speakers. Congruently, 58.1 percent of the respondents were advanced specified that they their pronunciation is excellent; exceptional effort at accent.

The results revealed that the respondents' speaking skills with regard to of pronunciation increased, they become proficient after using the POWERFUL approach, which assisted them in developing practical comprehension, operational communication, greater self-confidence, speech monitoring capabilities, and speech modifications methods as they learned and understood the importance and basics of pronunciation through phonics, students not only learned to speak comfortably, but also they had improved their listening comprehension.

Table 8.
Post-test Scores of the Respondents after using POWERFUL Approach in their Speaking Skills in terms of Fluency

Scores	Frequency	Percent	Verbal Interpretation
1.00	0	0	Beginning
2.00	0	0	Developing
3.00	4	12.9	Approaching Proficiency
4.00	24	77.4	Proficient
5.00	3	9.7	Advanced
Total	31	100.0	

Legend: 1.00 (Beginning); 2.00 (Developing); 3.00 (Approaching Proficiency); 4.00 (Proficient); 5.00 (Advanced)

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The data presented that none of the respondents received the Beginning and Developing which means none of them delivered slow speech, except for brief, memorized sentences, speech is uncertain and strained; continuity is difficult to recognize; and it is unheard. Furthermore, 12.9 percent of the respondents were perceived in the approaching proficiency level. This indicated that their speech is reasonably fluid, with minor pauses and unevenness induced by rephrasing and word hunting. Also, there was a noticeable loudness wobble. Furthermore, 77.4 percent of respondents scored proficient, implying that their speech was effortless and flowing, with minimal hesitations, a slight search for words, and one or two unheard syllables. Similarly, 9.7 percent of respondents were advanced, indicating that they presented smooth and smooth speech with no hesitations, attempts to search for words, and excellent volume.

The results found that using the POWERFUL approach enhanced the respondents' speaking skills in terms of fluency, enabling them to communicate naturally, effectively, and properly despite in challenging oral tasks and situations. Speaking fluency was also a vital aspect to communication competency because it allowed the speaker to make continuous discourse with minimal comprehension issues for the listener and to keep communicative ideas more successfully.

Table 9.
Significant Difference between the Pre-test and Post-test Scores of the Respondents in their Speaking Skills before and after using POWERFUL Approach

Variables	Pre-test		Post-test		t	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Vocabulary	2.42	1.09	4.55	.675	-12.4	30	.000
Grammar	2.10	.978	4.06	.574	-13.1	30	.000
Pronunciation	2.13	.885	4.48	.677	-14.9	30	.000
Fluency	1.97	.912	3.97	.482	-14.4	30	.000

Legend: If p-value (Sig.) < 0.05, it is statistically significant.
If p-value (Sig.) > 0.05, it is NOT statistically significant

As indicated in the table, a significant difference between the two tests was found. In vocabulary, a mean of 2.42 in the pre-test and 4.55 in the post-test indicated that the respondents demonstrated strong control of linguistic aspects, as well as a diverse and well-chosen vocabulary. This also indicates that the respondents after using POWERFUL approach can already express confidence, reasonably quickly, and with proper facial expressions when speaking as they performed their role play activity, can create assertions, can identify word nuances, and deliver the identified words that share meanings. These are some of the activities given by the respondents during the implementation period of POWERFUL approach. Practice using new terms in conversations. It is possible to have a large vocabulary without actually knowing how to utilize the terms. This means that students must take responsibility for using their own personal dictionaries. And, adopting the POWERFUL method, they came upon a fascinating term while conversing and made a point of using it in the discourse. They practiced and applied the art of word choice by experimenting in low-stakes circumstances, and after some trial and error, they focused in on the perfect word for a given context.

Similarly, a mean of 2.10 in the pre-test and 4.06 in the post-test indicates that the respondents made just 1-2 errors in grammatical structures, which could have been caused by an attempt to incorporate diversity. This indicates they became amazing at grammar after adopting the POWERFUL method in the communicative portion of a grammar session, which included games, role-playing, and discussion exercises. Students enjoyed playing games, and the researcher found them to be a great technique of communicative grammar practice because they allow students to practice and build language abilities in a joyful and stress-free environment. Indeed, incorporating games in lessons really helped students to enjoy learning and improved their grammar skills. Most students learned better by playing games. Before diving too deep into the intricacies of English grammar, the respondents started by learning the basics: understand the parts of speech, basic sentence structures, and verb tenses as these building blocks were the key for a deeper understanding of the English language and the more complex grammatical structures.
Meanwhile, a mean of 2.13 in the pre-test and 4.48 in the post-test conveys that the respondents' pronunciation become excellent after using POWERFUL approach. It can be observed the exceptional effort at accent. They learned to focus on confusing sounds and recording their selves while speaking or delivering speech to check their pronunciation. They learned to practice more until they can pronounce the sounds smoothly and comfortably. They improved it through focusing on phonemes, searching YouTube for tips from fellow learners, trying some tongue twisters which is evident in one of the given activities in the prepared lesson exemplar and learning new words with their pronunciations. Moreover, they learned to read aloud and record their selves, spoke slowly and spent more time talking using the global language.

Additionally, a mean of 1.97 in the pre-test and 3.97 in the post-test indicates that improvements were also occurred on the students' level of speaking fluency. The words they spoke were occasionally punctuated with silence and pauses, but there was no halting, fragmented, or disjointed utterances. The successful delivery of the message made the utterances produced easy to interpret by the listener. Despite their reluctance, some respondents improved their speaking speed, while others expertly improved their speed. It is noticeable to the researcher when students participate in collaborative activities that encourage them to discuss ideas, ask questions, respond, and answer inquiries. When students are having fun, they are more likely to learn something new. To improve speaking skills, experiment with speaking to yourself, singing English songs, doing tongue twisters, or delivering one-minute "impromptu speeches" on topics like "If I ruled the entire universe, I would…," "Three shocking facts about me", etc. Excellent practice and hilarious enjoyment.

An additional improvement made by the students that drew the researcher's attention was that the students occasionally reminded the lecturer of the assigned task, and when the

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students offered their views, the lecturer had to point them out one by one. It signifies that the class situation had improved from the previous phase, and this is the impact of using POWERFUL approach. The contextualized discussions and activities, using real-life situations and relatable experiences really helped students to understand the lesson and perform well in various speaking skills. This helps students obtain a better comprehension of the subject matter by comparing it to real-life events. Here, individuals can freely express their ideas, thoughts, and feelings. One example of contextualized learning using the POWERFUL approach is when learners make personal connections to vocabulary words. To help students recall new phrases, they might execute gestures or facial expressions that are linked to the words. This is a really helpful advice and one of the many that a POWERFUL approach offers.

V. CONCLUSION AND RECOMMENDATION

The mean pre-test scores of the respondents before using POWERFUL approach in their speaking skills in terms of vocabulary, grammar, pronunciation and fluency were at the developing level. The study found that it is alarming since they are already senior high school students and yet their speaking abilities were jeopardized. Especially when they are required to speak in front of an audience. After employing the POWERFUL approach, respondents' mean post-test scores in terms of vocabulary, grammar, pronunciation, and fluency were improved and perceived as proficient level. This demonstrates that the POWERFUL approach significantly improved students' speaking skills and confidence in delivering impromptu speeches and other speaking performances. There is significant difference between the pre-test and post-test scores of the respondents in their speaking skills before and after using POWERFUL approach in terms of vocabulary, grammar, pronunciation, and fluency. Thus, the hypothesis is rejected.

Furthermore, teachers may utilize the POWERFUL approach in conversational language instruction. In teaching speaking, improvements in speaking skills such as vocabulary, grammar, pronunciation, and fluency are visible. They may provide additional speaking tasks to help students develop their speaking skills over time. Also, teachers may employ the POWERFUL approach to immerse students in real-world speaking situations and provide them with numerous opportunities to talk and practice their vocabulary, grammar, pronunciation, and fluency skills. Teachers and/or IMs developers may design instructional materials, activities, and modules using the POWERFUL method, as evidenced by the study's findings. In addition, teachers may use POWERFUL approach in a regular classroom setting, aside from using the approach in intervention or remedial classes. Future researchers may conduct a study using the same approaches but focusing more on vocabulary, grammar, pronunciation, and fluency, all of which are important in the enhancement of students' speaking skills, in order to transform instruction by providing teachers with new tools for assisting learners in improving their speaking skills more effectively.

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