

Strategies in Teaching Filipino Subject in Relation to Arts in Communication Skills

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Abstract

This study aimed to ascertain the strategies used in teaching Filipino subject, specially Arts in Communication in Jose Rizal Memorial State University, Dipolog Campus, during the first semester of the academic year 2009-2010. The researcher used the descriptive survey in giving the results based on the data gathered from 262 respondents. The statistical instruments used are the Mean, T-test, Analysis of Variance and Pearson Product Moment Coefficient of Correlation. The respondents shown to be beginning students who study in college. The number of female students is greater than the number of male students, and most of them are taking BS Criminology and BSHRM. The students have writing and speaking skills in Filipino. The study also proved that there was a significant difference on teacher's expertise in using strategies and the degree of students' skills in speaking and writing in Filipino in terms of age, gender, course taken, teachers' expertise and level of the students' speaking and writing skills. Teachers in Filipino must maintain their expertise in using the different strategies for effective teaching in Filipino subject. They must also persevere to maintain their positive perception and the students' interest in Filipino subject by utilizing the appropriate strategies. They must bring their students to the real life situation and have them actual use of modern technologies and educational facilities to supplement their speaking and writing skills. They must strengthen the level of their students speaking and writing skills, to help them land a job for a better future.

Keywords and Phrases: *strategies, Filipino, communication skills.*

Introduction

It is real saying that teaching is not an easy task. Upon the shoulders of the teachers rest the transfer of knowledge among student learners, likewise a teacher's responsibility is not only circling within the four corners of the classroom. They portray the second parent, councilor, adviser and coordinator of different tasks in the community. Teachers are also the primary molders of the whole person of each learner. From them originates knowledge, care, and concern and broadened outward looks in life toward learning opportunities achievable by these individuals.

For the resourceful teachers that have been using various strategies, the teaching task is intentionally pleasurable. Due to this reason, they are able to mold skillful and smart

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yet competitive students because they could have successfully and satisfactorily performed their obligation with gladness. Their strength or vigor emerges as an inspiration for the students, somehow. It was mentioned by Salandanaw (2005), that a teacher owes a greater involvement in classroom undertakings. His expertise and ability in executing different strategies would have helped towards an accomplishment of any task; resulting in the formulation of a useful and positive interaction of the learners. What is important of all is the possession of a comfortable learning situation that creates self-guidance and decision-making. This paves a way so as knowledge and skill be achieved by the recipients.

According to Agno (2005), the utilization of teaching strategies and instructional techniques has helped much in order to attain an effective learning. Classroom activities become lively and pleasurable as long as the teacher is prepared. There are expository strategies such as demonstrations, developmental strategies, evaluative and affective strategies. All these mentioned testify that strategic teachers can teach with initiative lessons full of life and color. However, availability of utilizing lessons that clarify informational processes towards satisfactory learning particularly in Filipino subject.

Communicative linguistic skills should be closely developed by each learner in Filipino. Here, there is freedom of expression in relevance of oral and written skills. A statement stressed by Atienza (2002) that a veteran communication is one that expresses and relates his opinions, messages and advices without difficulty. He is equipped with adequate understanding of language, thus this type of a person communicates with ease and efficacy.

It has been proven by Tanawan (2004) that an expert communicator is a reader and possesses enough instruction, critical thinking and creativity in thought. He utilizes thinking processes in research, and knows how to formulate and be ready with his inspirational message and vigor. Expectedly, a person becomes an effective communicator if he regularly reads, understands, examines, formulates and talks and writes as supported by easy intelligible communication. As stressed by Domyei and Thurnel (2001), it is just proper for teacher handling Filipino subject to have been equipped with skills in motivating learners so that in the future these individuals would likely become competent and expert communicators.

In this case study, the researcher does her best in gathering data to be rest assured that strategies in teaching Filipino at Jose Rizal Memorial State University – Dipolog Campus, Dipolog City of the first semester academic year 2009-2010 would pave the way in the progress of teaching Filipino.

Methodology

The study utilized the descriptive method of research. This method deals with the existing phenomena and gathered data towards adequate effect for using strategies in teaching Filipino subject especially in Communication Arts and Skills.

This study was conducted during the first semester of the academic year 2009-2010. A self-made questionnaire was distributed to the 262 bonafide students of Jose Rizal Memorial State University. The total number of respondents was derived using Slovin’s Formula as shown below.

Table 1 The Respondents

Course	Population	Sample Size	Percentage
BS Criminology	199	69	26.33
BS HRM	199	69	26.33
BS Tourism	27	9	3.43
BSED	25	9	3.43
BEED	111	38	14.50
AMDNA	25	9	3.43
Midwifery	42	14	5.34
AIT	103	35	13.35
BSIT	30	10	3.81
Total	760	262	100.00

Results

Most of the respondents belonged to the 17-18 years old bracket or 53.05%. The number of female respondents was greater than the male respondents and most of them are taking Bachelor of Science in Criminology and Bachelor of Science in Hotel and Restaurant Management with 69 respondents or 26.33%. These respondents have writing and speaking skills in Filipino.

In terms of strategies, the teachers have their expertise to be used in teaching Filipino subjects. This study proved that there was a significant difference of teachers’ expertise in using the strategies and the level of the students’ skills in speaking and writing in Filipino in terms of age, gender and course taken. There was a correlation between the teachers’ expertise and the level of the students’ speaking and writing skills.

Discussion

The respondents were shown to be beginning students who study in college, majority of them were from BS Criminology and BS Hotel and Restaurant Management. Teachers must be creative, for being creative they will follow the trends of many changes of teaching strategies. Their skills will develop when they undergo different seminars and other learning activities. Not only seminars but also to take doctoral and masteral degree. But sad to say some teachers did not undergo trainings, that is why there are different levels in suing strategies and techniques.

The age, sex course taken of students they do influence and affect learning in speaking and writing skills because of their individual differences especially in learning process.



There was a correlation between the expertise of the teachers in using strategies and the ability of the students in speaking and writing skills because “what you sow is what you reap”.

Conclusion

Teachers in Filipino must maintain their expertise in using different strategies for effective teaching in Filipino subjects. They must also persevere to maintain their positive perception and the student’s interest in Filipino subjects by utilizing appropriate strategies. They must bring their students to the real life situation and have their students actual used of modern technologies and educational facilities to supplement their speaking and writing skills. They must strengthen the degree of their students speaking and writing skills, to help them land a job for a better future.

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