

# Original Research Article

## A Structural Relationship Model of Communicative Competence

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### ABSTRACT

**Aim:** To investigate the most appropriate model of students' competence to communicate using Structural Equation Modeling (SEM) as the basis for the design of the instrument in the analysis of the relationship of readiness to direct learning, strategy in language learning, learning environment and communicative competence.

**Study design:** Quantitative Causal Analysis

**Place and Duration of Study:** Region XI, Philippines, during the second semester of 2022

**Methodology:** Stratified Random sampling technique was utilized using Raosoft Application in selecting the 1184 high school students. The instrument used went through pilot testing and obtained an average Cronbach alpha of .954. Consent forms were obtained from respondents' parents. All respondents were oriented on the purpose of the study.

**Results:** The findings showed that the level of readiness in direct learning, language learning strategies in the learning environment and communicative ability were high. It was also found that there was a significant relationship between the variables of direct learning readiness, language learning strategies and students' learning environment with communicative ability. Moreover, model 5 is the best fit. The findings support Reynolds and Walberg's Theory of Academic Achievement which states that the psychological characteristics and way of dealing with a student influences what he achieves when it comes to behavior, attitude and cognitive matters and Canale and Swain's Theory of Communicative Competence which states that communicative language in teaching requires an environment of trust and mutual confidence where students interact without fear or threat of failure and the importance of the classroom environment in developing communicative competence.

*Keywords: education, direct learning readiness, language learning strategies, learning environment, communicative competence, SEM*

### 1. INTRODUCTION

Communicative competence is a big challenge in the use of fluent and appropriate communication that the student must learn (Ya-Yu, p.27). This deficiency, if not addressed, will hinder effective communication in listening skills, correct use of language in grammar, language learning strategies (Rao, Zhenhui, and Lei p.40-5). This failure will cause weakness in communicative ability because they often do not make appropriate speech and language accuracy, (Amaechi and Orji, p.19-25). As a result of this, the student's weakness appears to generate ideas, participate in discussions, and be aware of the learning process and enhance communicative ability (Dela Cruz, 18;Jo,19).

It is important to set the communicative competence at all levels because it responds to the performance of approaches, interaction, expression of attitude, adjustment of meaning, use of language in significant life situations (Romanova, Elena, et al., 2023-9 ; Young p.182-

187). Because of language, coherent words give way to ways of formulating thoughts in the process of communication (Maximova, et al.p. 20). Therefore, the importance of communicative competence is the development of all kinds of speech and culture, language skills in different situations, consistent with the experience, interest, psychological learning of students in different stage in language, linguistic and literary skills.

It come out from a study that the readiness to learn directly using different teaching methods of teaching teachers is considered as an important environment to develop the communicative competence of students (Bello 118-27; Song, Youngshin , et al. 559-64). Therefore, appropriate and correct language learning strategies must be used in teaching in order to understand, communicate and interpret grammatical ability in vocabulary, discourse ability, phonology and language rules (Franca and Napil 40-59). The exposure of students to more favorable learning environments produces more knowledge that contributes to their self-awareness and to the understanding of language that must be systematic, with a deep understanding of the ability communicative (Ali, Zulfiqar, Masroor, and Khan p.317).

However, no local study has been conducted to determine if there is a relationship between the readiness to learn directly, language learning strategies, learning environment and communicative competence of senior high students in Filipino, especially in Region XI. So the researcher conducted this study in the belief that it will shed light on language learning and meet the challenges in achieving learning in the communicative competence of students to achieve academic success. The study hopes to contribute to new knowledge, especially in the local environment, so that the lack of communicative competence of the student will fill the gap to be used in the future.

In this framework, not a single theory is used, it is a combination of many aspects of the theory of learning. Canale and Swain's Communicative Competence theory emphasized the importance of communicative ability in language ability. It explains allowing people to listen, speak, read, write, and physically interact in a meaningful way (Altunay p.296-307). In addition to this theory, grammatical ability is an important part for any communication approach whose goals are to provide students with knowledge on how to determine and accurately express the meaning of utterances (Batang, p.182-187). As discussed by (Ya-Yup,17) he mentions the knowledge of social rules for the actual use of a language for daily interaction plays an important role in addition to the knowledge of grammatical rules.

In Oxford's study (25-26), the Language Learning Strategies theory states that the use of language learning strategies is important because it affects the development of communicative competence. In this theory, teachers are allowed to create a learning environment in the classroom with a language teaching structure using different strategies and opportunities to interact according to the understanding of language use in his environment, where all students -students are involved in the development of their communicative ability in a free environment where students can interact freely together (Pelaez, p. 75-89).

This is supported by self-directed learning readiness (Alfaifi,67; Fisher, King, and Tague p. 516-525) where a student's direct learning readiness is considered from personal control and recognition of freedom which is related to each other's learning in meaningful communicative achievement.

This study investigated the study of exogenous and endogenous variables: readiness for direct learning, language learning strategies, learning environment and communicative competence. For the readiness for direct learning contains the following indicators: Intentional learning refers to the intention to learn on their own by setting their own goal and

trying to reach that goal by controlling themselves especially when searching the information they want; Open-mindedness is associated with openness to learning new knowledge; characteristics of self-discipline related to learning responsibility and knowledge; characteristic of self-management associated with good management skills; Desire to learn showed enjoyment and happiness to learn (Malison, Kutida, and Thammakoranonta 1-16).

For direct language learning strategies memory is related to creating mental associations, using images and sounds, revision, and actions; cognitive is related to making, receiving and sending messages, analyzing and reasoning, and creating structure; compensation is related to making predictions, and dealing with oral and written communication problems. Indirect metacognitive strategies focus on learning, organizing, planning and evaluating learning; affective strategies are used to reduce anxiety, increase self-motivation, and take one's emotional temperature; and social inclusion among social strategy questioning, cooperation, and emphasis on other people (Oxford, 25-46).

For the learning environment contains the following indicators: evaluation is emphasis on the skills and processes of inquiry and their use in problem solving and investigation; cooperation it is important to complete the activities planned and stay on topic; fairness to the extent that the teacher treats students equally; and enjoyment students in language learning are more positive in the field of study (Zaragoza, Julien, and Fraser, 1-20).

For communicative competence that contains the following indicators: linguistic competence refers to the speaker who is proficient in vocabulary, spelling, semantics, syntax, phonology, and other elements of language; Discourse competence it is the ability to infer inter-sentential meanings; sociocultural competence it consists of the above abilities as well as cultural awareness in interpreting language, codes in a culturally relevant, appropriate label; strategic competence this ability sees failures in communication, makes adjustments for miscommunication, and facilitates communication efficiency; interactive competence is the ability to perform speech acts such as asking, apologizing, requesting, silencing, and exchanging information; communication skills are communication skills (opening, pausing, turn-taking, etc.) and non-verbal skills (nods, eye contact, proxemics, etc.); formulaic competence -formulaic ability emphasizes fixed, methodical, predictable patterns in dialogues or systematic pairing of phrases, sentences, and vocabulary (Ya-Yu, 17).

In the diagram, the relation of a theoretical structural model of communicative competence can be seen.

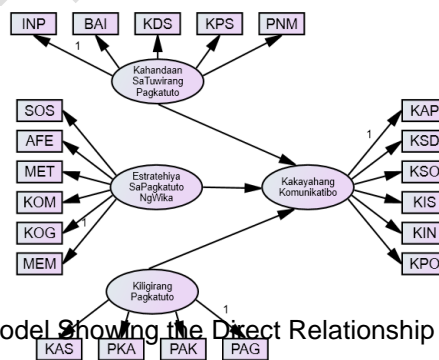


Figure 1. Conceptual Model Showing the Direct Relationship of Latent Exogenous Variables

**Legend:**

- |                                         |                    |                                |
|-----------------------------------------|--------------------|--------------------------------|
| IP-intensiyong pagkatoo                 | KOM-kompensasyon   | KAS-kasiyahan                  |
| BSI-bukas ang isipan                    | MET-meta-kognitib  | KAP-kakayahang pangwika        |
| KNDS-katangian ng disiplina sa sarili   | APE-apektib        | KSD-kakayahan sa diskurso      |
| KNPSS-katangian ng pamahalaan sa sarili | SOS-sosyal         | SNK-sosyokultural na kakayahan |
| PNM-pagnanais na matuto                 | PAG-pagsisiyayasat | ISK-istratediyik na kakayahan  |
| MEM-memorya                             | KOO-kooperasyon    | KAI-kakayahang interaksyunal   |

Although there are studies from the aforementioned study and knowledge of the researcher from various literature, but there is no local study to determine the relationship between readiness for direct learning, language learning strategies, learning environment, and communicative competence. Because of this, the desire of the researcher to conduct a study to increase the awareness of communication especially in the communicative competence to increase the program and quality of education in the Philippines has intensified.

This study aims to investigate the best fit model of students' communicative competence. Specifically, the following objectives are to ensure the level of readiness for direct learning of senior high school students based on learning intention; open mindedness; characteristics of self-discipline; self-management characteristics; desire to learn; determine the level of language learning strategies of senior high school students through memory; cognitive; compensation; meta-cognitive; affective; and social; third, to know the learning environment level of senior high school students through evaluation; cooperation; equity; and enjoyment; ensure the level of communicative competence of senior high school students through language competence; Sociocultural competence; Strategic competence; interactive competence; formulaic competence. Determine the significant relationship between the student's direct learning readiness and communicative competence, language learning strategy and communicative ability, learning environment and communicative competence; to know the combined and single influence of direct learning readiness and language learning strategies and learning environment on the communicative ability of senior high students and finally, determine the most appropriate model on the communicative competence of senior high students.

In this study the hypothesis was measured at the 0.05 level of significance based on: first, there is no significant relationship between; readiness for direct learning; language learning strategies; learning environment, and communicative competence. However, there is no single and unified influence of readiness on direct learning; language learning strategies; learning environment, and communicative competence of senior high students in Filipino. Finally, there is no best model for the communicative competence of senior high students in Filipino.

It is important for every student to improve the communicative competence because it is used in daily communication with local and global needs (Abrejo, Barira, Sartaj, and Memon 43-9). The fluent communication is expected especially among high school seniors in verbal and non-verbal communication skills. In other words, the key to academic performance is the road to success in any professional field in the use of language in communication (González-Lloret 113-27). This will greatly help the students to make this study meaningful because the main focus of the study is their learning. This will help them better understand their communicative competence and increase their direct learning readiness, language learning strategies, and learning learning environment (Ivenz, Petra, and Klimova 137-150). The inputs from the teachers themselves will get a practical insight into the language learning strategy in what the teachers think and feel about their work it will also provide some knowledge and information to look at the common issue that will help them evaluate, redesign and implement relevant strategies and measures to help students learn more successfully (Sartaj, Shabana, and Razaq, p.173).

The outcome of this study will also serve as a guide for educational leaders especially in region XI to help create a better academic environment for teachers. To school administrators it will serve as a basis for improving public education policies.

For future researchers and can be a basis to look at possible research gaps that are worthy of exploring in the next research objectives. The results can help regulations to foster a better work environment for teachers which will eventually result in positive results in achieving the goals of the public academic sector.

## **2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY**

### **2.1 Research Design**

This study used a quantitative causal research method using the appropriate Structural Equation Model because it is the most appropriate method to gather different types of quantitative data to collect data, thoughts, facts, and information related to the investigation about the direct learning readiness, language learning strategies, learning environment and communicative competence of Filipino students. Causal research is an explanation that investigates cause and effect relationships. Using Causal research, deciding what variations occur in an independent variable that determines the change in the non-independent variable will look for and analyze the cause and effect relationships in the study.

To determine causation, it is important to observe the difference in the variable that is hypothesized to cause the change in other variables and then measure the changes in the other variables (Taherkhani, Reza, and Moradi 742-68; Creswell 234) and similarly, the method measures and describes the statistical associations of variables with different scale levels (Ullman and Bentler 661).

The Structural Equation Model (SEM) is a powerful multivariate method that is increasingly seen in scientific investigations to test and analyze multivariate causal relationships and will strengthen the integrity and rigor of this research because the analysis will go through the steps of model specification, data collection, model estimation, model analysis, and possibly model change. Therefore, when the hypothesized model is rejected based on the goodness of fit statistics, an alternative model that fits the data needs to be created thus, offering more meaningful and valid results. It is an advanced multivariate technique to examine multiple causal relationships between variables simultaneously (Taherkhani, Reza, and Moradi 742-68; Bryne 327-334). For a more extensive and meaningful interpretation and study of the data, the researcher used the following statistics: the mean to describe the level of readiness for direct learning, language learning strategies, learning environment, and communicative competence in Filipino by public school students of grade 11 senior high school. The standard deviation is used to measure the dispersion of a frequency distribution. While the Pearson Product Moment Correlation was used to determine the importance of the relationship between knowledge of readiness for direct learning, language learning strategies, learning environment and communicative competence.

The multiple regression analysis is to determine the significant predictor in the communicative competence of the students. The Structural Estimation Model will be used to obtain the best and most appropriate study model. The researcher can separate the confirmatory factor analysis models, regression models, and complex path models in order to determine the model that best applies to the knowledge of communicative competence. This tool was used to determine the model that best fits communicative competence (Ullman and Bentler 73-84).

Goodness of Fit Statistics for Alternative Models by Analysis of Moment Structure (AMOS). In order to determine the most appropriate model, all the presented important signs must be aligned with the following criteria.

Chi Square/Degree of Freedom (CMIN/DF)

0 < value < 2

P Value	>.05
Normative Fit Index (NFI)	>.95
Comparative Fit Index (CFI)	>.95
Goodness of Fit Index (GFI)	>.95
Tucker-Lewis Index	>.95
Root Mean Square Error of Approximation (RMSEA)	<.05
P-close	<.50

In conducting this study, appropriate research rules are important to develop the study done. The researcher obeyed and complied with all the criteria in conducting the study following the assessment protocol and standardized criteria especially in the management of the population and data but not limited. Completed and arranged carefully the documents that should be attached to the passing of the questionnaire, forms and also considered the ethics in the conduct study regarding the confidentiality of data, consent, and protection of participants for the study conducted. Once the papers submitted for approval were returned, the researcher was given a Certificate of Approval with UMERC Protocol No. UMERC-2023-004.

### 2.1 Respondents

In the study, 1184 public senior high school students from different secondary schools of Region XI, enrolled during the second semester academic year 2022-2023 were selected. The respondents were selected through stratified random sampling using Raosoft application. Each respondent voluntarily agreed to participate. Permission and consent form from their parents were also secured. All respondents underwent an orientation regarding the nature of the data to be gathered. The respondents were not pressured to answer the questionnaire. Data obtained from the respondents remained confidential and those data were used for research purpose only.

### 2.2 Research Instrument

The research instrument went through pilot testing with a Cronbach alpha score of 0.954 for direct learning readiness; 0.907 for the language learning strategy result; 0.960 for learning environment; and 0.956 for communicative ability. It was emphasized that for an instrument to be reliable, it must obtain a Cronbach's alpha coefficient between 0-1 (Taber, 1272-1296). A score of 3.78 was obtained by the research questionnaire from the six experts who validated the instrument.

In order to determine the accurate measure of the level of readiness in direct learning, language learning strategy, learning environment and communicative competence of the respondents in Filipino, the following scale were used. The 4.20-5.00 mean interval had a descriptive level that is very high with an equivalent interpretive assessment is always shown. The mean interval of 3.40-4.19 means high meaning that the assessment is often expressed. The 2.50-3.39 interval of the mean has the corresponding descriptive level as medium and has the interpretation that the assessment is sometimes of the manifested. While the Mean interval with 1.80-2.59 means low means that the assessment is rarely expressed. A mean range of 1.00-1.79 has a descriptive level as very low and has the interpretation that the assessment was never performed.

## 3. RESULTS AND DISCUSSION

### 3.1 Direct Learning Readiness Level of the Grade 11 student at Senior High School

Table 1 shows the level of readiness for direct learning of students had a total mean score of 4.07 with a standard deviation of 0.46 with a descriptive level of high which means that often showing them a willingness to learn directly. Two indicators obtained a very high mean but

only the mean and standard deviation differed. The indicator desire to learn got a mean score of 4.29 and a standard deviation of 0.62 and open-mindedness got a mean score of 4.26 and a standard deviation of 0.59 which with a descriptive level that is very high indicates that the children's readiness for direct learning. The indicator that scored high was the trait of self-management with a mean score of 3.95 and a standard deviation of 0.59, learning intention with a mean score of 3.94 and a standard deviation of 0.48, and the characteristics of self-discipline with a mean score of 3.93 and standard deviation of 0.53 indicates that students often demonstrate readiness for direct learning.

Table 1. Direct Learning Readiness Level of the Grade 11 student at Senior High School

Indicator	SD	Mean	Descriptive Level
Learning Intention	0.48	3.94	High
Open Mindedness	0.59	4.26	Very High
Self-Discipline Trait	0.53	3.93	High
Self-Management Trait	0.59	3.95	High
Desire to Learn	0.62	4.29	Very High
Total	0.46	4.07	High

Meanwhile in Berkeley's study,75-78, it is recognized that direct learning requires individuals to interact with content and others, remove preconceived ideas, make connections between ideas, and develop of new knowledge from their experience. Direct learning helps students and teachers in effective ways especially improve their communicative ability to help students engage in activities based on ideas about how people learn. A variety of active learning strategies can be used in each of these active learning designs.

### 3.2 Level of Language Learning Strategies of Grade 11 Senior High School Students

The high level of the teacher's ability in communication has been articulated by the studies. In one study, it was found that the interaction between teacher and student is important in students' motivation. Teaching with interaction can expand the memory of students especially in the discussion method. These classes will have a positive impact on their efficiency and motivation. One is the metacognitive strategy that helps gain awareness, knowledge and skills in controlling one's own thinking process or understanding in language learning.

Table 2 Level of Language Learning Strategies of Grade 11 Senior High School Students

Indicator	SD	Mean	Descriptive Level
Memory	0.66	3.98	High
Cognitive	0.68	3.70	High
Compensation	0.71	3.83	High
Meta-Cognitive	0.71	3.77	High
Affective	0.71	3.79	High
Social	0.72	3.79	High
Total	0.55	3.81	High

The overall result of this table has a descriptive level of high which means that the students agree with the items contained in memory, cognitive, compensation, meta-cognition, affective and social. It just means that their teacher often demonstrates communicative competence in teaching. The teacher's work, especially in communication, helps students to be active in participation, cultivates the ability to socialize and improves their communication skills.

In addition, even if the overall result is high, it is still necessary to increase the level of their learning strategy so that in the next grade have lesson preparation that will help them learn and understand the lessons they will study. This is an achievement in increasing students' knowledge of learning using innovative strategies in teaching language and literature in the subject Filipino. Have a variety of activities that are suitable for the student's ability such as reporting, reading and need proper application of teaching methods and sufficient explanation of the details of a lesson.

It is also confirmed in another study that language learning strategies such as cognitive, metacognitive and social strategies are needed to help students produce good writing. In the writing process, it is necessary to think carefully about the topics or themes. Topic sentences, supporting details and conclusions also need to be thought through. This process is called planning which belongs to the metacognitive strategy (Al-jarrah 199).

### 3.3 Level of Learning Environment of Grade 11 Students at Senior High School

Table 3 describes the level of students' learning environment with an overall mean of 3.93 and a corresponding standard deviation of 0.53. The high mean is the cooperation that scored 4.06 with a corresponding standard deviation of 0.62. It is followed by equity with a standard deviation of 3.95 and a corresponding standard deviation of 0.62. The mean of enjoyment is 3.94 with a corresponding standard deviation of 0.69. the investigation with a mean is the lowest 3.77 and has a corresponding standard deviation of 0.71.

Table 3 Level of Learning Environment of Grade 11 Students at Senior High School

Indicator	SD	Mean	Descriptive Level
Investigation	0.71	3.77	High
Cooperation	0.63	4.06	High
Equity	0.62	3.95	High
Enjoyment	0.69	3.94	High
Total	0.53	3.93	High

The overall result of this table is high which means that the students agree with all the items included cooperation, equity, cooperation ,investigation. This simply indicates that they often exhibit their learning environment.

A high level of Learning Environment can be associated with an articulation of learning. The learning environment is very important in language learning where the lack of knowledge in this matter will cause difficulties in learning in the classroom will prevent teachers and students' interest, and as a result, will not occur effective learning. The cooperation of each student in the group work that organizes the information provides a pleasant learning experience for the students (Ali, Zulfiqar, Farzana Masroor, and Tariq Khan p. 317).

Meanwhile, in order to reach the highest level of students' learning environment, the teacher builds positive relationships through communication, listening to suggestions or answers of students. Promote class discussion and peer interaction and develop projects that students can enjoy and give each other responsibility where they feel the importance of their presence.

### 3.4 Level of Communicative Ability of those Grade 11 student at Senior High School

Table 4 shows the level of students' communicative competence has a total mean of 3.83 with a corresponding standard deviation of 0.59 with a descriptive level of high. Additionally, indicator items are also ranked from highest to lowest score. Interaction competence with a mean of 3.94 with a standard deviation of 0.61, strategic competence with a mean of 3.91

with a standard deviation of 0.76, formal ability with a mean of 3.90 and a standard deviation of 0.76, linguistic competence with a mean of 3.85 and with a corresponding standard deviation of 0.69, sociocultural competence with a mean of 3.84 and with a corresponding standard deviation of 0.68 and finally discourse competence with a mean of 3.86 and with a standard deviation of 0.70.

Table 4. Level of Communicative Ability of those Grade 11 student at Senior High School

Indicator	SD	Mean	Descriptive Level
Language competence	0.69	3.85	High
Discourse Competence	0.70	3.83	High
Sociocultural Competence	0.68	3.84	High
Strategic Competence	0.76	3.91	High
Interaction Competence	0.61	3.94	High
Formulaic competence	0.76	3.90	High
Total	0.59	3.88	High

According to Dudeja and Balda (290), having the ability to interact in learning strengthens self-confidence, positivity and academic success. This in turn confirms Hedin and Kann's (p. 8) findings that students' learning is affected by their ability to apply a wide range of learning strategies when faced with challenges.

In 1966 the term communicative competence emerged, and according to Hymes' original idea, the speaker should not only have linguistic or grammatical ability to communicate effectively. He also deserves to know the way the language is used by the linguistic community that uses it to meet and perform it in accordance with his purpose. The use of language correctly in appropriate situations so that communication can be smooth, the right message can be delivered, and the two people who are talking can fully understand each other. When, it reaches this, it can be said that this person possesses communicative ability and not just linguistic or grammatical ability, therefore, he can be considered an effective communicator. (Dayag & Del Rosario, p.149).

Having quality information that is suitable for different types of students' abilities will lead to good performance in their academic performance, especially in communication. Implement strategies that will truly help in all aspects of the classroom or in the modern classroom. Students' communication that is in line with their ability will result in fast learning when it comes to academics.

### 3.5 Significant Relationship Between Readiness to Direct Learning and Communicative Skills of Senior High School Students

Table 5.A Significant Relationship Between Readiness to Direct Learning and Communicative competence of Senior High School Students

Readiness to Direct Learning	Communicative Competence						
	KAP	KSD	KSO	KIS	KIN	KPO	Total
INP	.343** .000	.326** .000	.325** .000	.316** .000	.381** .000	.267** .000	.386** .000
BAI	.247** .000	.231** .000	.224** .000	.232** .000	.322** .000	.185** .000	.283** .000

KOS	.380** .000	.368** .000	.384** .000	.349** .000	.393** .000	.289** .000	.427** .000
KPS	.381** .000	.345** .000	.335** .000	.318** .000	.393** .000	.285** .000	.406** .000
PNM	.247** .000	.229** .000	.253** .000	.218** .000	.314** .000	.233** .000	.294** .000
Total	.389** .000	.364** .000	.370** .000	.347** .000	.440** .000	.307** .000	.437** .000

Legend:

INP- Learning intention

BAI- open minded

KOS- characteristics of self-discipline

KPS- Self-management characteristics

PNM- desire to Learn

KPO- formulaic competence

KAP- Language competence

KSD-- Discourse competence

KSO- Sociocultural competence

KIS- Strategic competence

KIN- ability Interaction

Table 5 shows the significant relationship between readiness to learn directly between communicative ability students with a total result r-value of .437 with a corresponding probability value of .000 which is more than .05 significance level determined in this study. If so, the hypothesis is rejected and conforms to the alternative hypothesis that there is a significant relationship between readiness in direct learning between students' communicative competence. This only means that when students' readiness for direct learning is high, their communicative competence is also high.

The results of this table show that there is a significant relationship between students' direct learning readiness and communicative competence. It just means that when the readiness for direct learning is high, their communicative competence is also high. This only indicates that the readiness to learn directly has an important role in the ability of students in communicative competence specifically in their language ability, discourse ability, Sociocultural competence, Strategic competence, Interaction competence, and formal competence. The success of a communication is significantly related to the intention of learning, open-mindedness, characteristic of discipline in Self, trait self-management, and desire to learn.

Effective communication may not be sufficiently improved on personal knowledge alone instead, it promotes language ability training programs that can guide self-decisions to properly use knowledge and skills in various practical situations . It helps students to select information and ideas that are needed in a particular situation, to integrate formal and informal messages that occur in the situation, and to create new knowledge that can be applied to the acquired knowledge from teacher Therefore, students play active participation roles in learning while teachers act as facilitators of communicative competence to motivate students and help them acquire the strategies needed for readiness. of direct learning (Abu, Bakar Razali, Ying Xuan Lim, and Arshad Abd. Samad p.55-81).

### **3.6 Significant Relationship Between Language Learning Strategy and Communicative Ability of Grade 11 Senior High School Students**

Table 5.B shows the relationship between language learning strategy and communicative competence of senior high school students with a total r-value of .664 and a p-value of .000 (significant) which is much lower at the .05 level of significance set in this study. Then the

hypothesis is rejected and conforms to the alternative hypothesis that there is a significant relationship between language learning strategy between communicative competence.

Table 5.B Significant Relationship Between Language Learning Strategy and Communicative Competence of Grade 11 Senior High School Students

Language Learning Strategies	Communicative Competence						
	KAP	KSD	KSO	KIS	KIN	KPO	Total
Memory	.404** .000	.365** .000	.367** .000	.297** .000	.360** .000	.263** .000	.406** .000
Cognitive	.522** .000	.485** .000	.479** .000	.390** .000	.440** .000	.414** .000	.541** .000
Compensation	.409** .000	.414** .000	.406** .000	.377** .000	.432** .000	.341** .000	.470** .000
Meta-cognitive	.554** .000	.529** .000	.508** .000	.456** .000	.487** .000	.405** .000	.581** .000
Affective	.502** .000	.462** .000	.476** .000	.426** .000	.453** .000	.358** .000	.530** .000
Social	.507** .000	.503** .000	.518** .000	.447** .000	.511** .000	.449** .000	.581** .000
Total	.619** .000	.589** .000	.588** .000	.512** .000	.573** .000	.477** .000	.664** .000

Legend:

KAP- Language competence

KSD-- Discourse competence

KSO- Sociocultural competence

KIS- Strategic competence

KIN- Interaction competence

KPO- formulaic competence

It was found that the language learning strategy has a significant relationship with the students' communicative competence. This simply means that the language learning strategy indicators memory, compensation, meta-cognitive, affective and social have an important role in the students' communicative competence. Having a positive learning environment is related to the interpersonal skills of teachers to create good relationship with his students. In further analysis, memory has a significant relationship with students' linguistic competence with an r-value of .404 and a p-value of .000 (significant). In addition, memory has a significant correlation with: discourse competence with an r-value of .365 and a p-value of .000 (significant), sociocultural competence with an r-value of .367 and a p-value of .000 (significant), Strategic competence with r-value of .297 and p-value of .000 (significant), Interactional competence with r-value of .360 and p-value of .000 (significant) and - formulaic competence with an r-value of .263 and a p-value of .000 (significant).

In further analysis, memory has a significant relationship with students' linguistic competence with an r-value of .404 and a p-value of .000 (significant). In addition, memory has a significant correlation with: discourse competence with an r-value of .365 and a p-value of .000 (significant), sociocultural competence with an r-value of .367 and a p-value of .000 (significant), Strategic competence with r-value of .297 and p-value of .000 (significant), Interactional competence with r-value of .360 and p-value of .000 (significant) and - formulaic competence with an r-value of .263 and a p-value of .000 (significant).

The total cognitive score has a significant correlation with communicative competence with an r-value of .541 and a p-value of .000 (significant). Cognitive has a significant correlation with: linguistic competence with r-value of .522 and p-value of .000 (significant), discourse competence with r-value of .485 and p-value of .000 (significant), sociocultural competence with r-value of .479 and p-value of .000, Strategic competence with r-value of .390 and p-value of .000, Interaction ability with r-value of .440 and p-value of .000 (significant) and formulaic ability with r-value of .414 and p-value which is .000 (significant).

Compensation has a significant relationship with students' communicative ability with a total r-value of .470 and a p-value of .000 (significant). The following indicator also has a significant correlation with communicative ability: language ability with r-value of .409 and p-value of .000 (significant), discourse ability with r-value of .414 and p-value of .000 (significant), sociocultural competence with r-value of .406 and p-value of .000, Strategic competence with r-value of .377 and p-value of .000, Interaction competence with r-value of .432 and p-value of .000 (significant) and formulaic ability with r-value of .341 and p-value of .000 (significant).

Meta-cognitive has a significant relationship with students' communicative ability with a total r-value of .581 and a p-value of .000 (significant). The following indicator also has a significant correlation with communicative ability: language ability with r-value of .554 and p-value of .000 (significant), discourse ability with r-value of .529 and p-value of .000 (significant), sociocultural competence with r-value of .508 and p-value of .000, Strategic competence with r-value of .456 and p-value of .000, Interaction competence with r-value of .487 and p-value of .000 (significant) and formulaic ability with r-value of .405 and p-value of .000 (significant).

Affectivity has a significant relationship with students' communicative competence with a total r-value of .530 and a p-value of .000 (significant). The following indicator also has a significant correlation with communicative competence: linguistic competence with r-value of .502 and p-value of .000 (significant), discourse ability with r-value of .462 and p-value of .000 (significant), sociocultural competence with r-value of .476 and p-value of .000, Strategic competence with r-value of .426 and p-value of .000, Interaction competence with r-value of .453 and p-value of .000 (significant) and formulaic competence with r-value of .358 and p-value of .000. (significant).

Social has a significant relationship with students' communicative competence with a total r-value of .581 and a p-value of .000 (significant). The following indicator also has a significant correlation with communicative competence: linguistic competence with r-value of .507 and p-value of .000 (significant), discourse competence with r-value of .503 and p-value of .000 (significant), sociocultural competence with r-value of .518 and p-value of .000, Strategic competence with r-value of .447 and p-value of .000, Interaction competence with r-value of .551 and p-value of .000 (significant) and formulaic competence with r-value of .449 and p-value of .000 (significant).

According to the study by Yao, et al. (431-438), Chinese students' academic success in Spanish as a Foreign Language is greatly influenced by their language learning methods and styles. In addition, Alrabai (1356) showed a correlation between King Khalid University students' proficiency in learning English as a foreign language and their academic success in the English subject.

### **3.7 Significant Relationships Between Learning Environments and Communicative Ability of Students at Senior High School**

Table 5.C shows the significant relationship between the learning environment and communicative competence of senior high school students with a total r-value of .708 and a p-value of .000 (significant) which is significantly less than .05 significance level set in this study. If so, the hypothesis is rejected and conforms to alternative hypothesis that there is a significant relationship between the learning environment and students' communicative ability.

Table 5.C Significant Relationships Between Learning Environments and Communicative Ability of Students at Senior High School

Learning Environments	Communicative Ability						
	KAP	KSD	KSO	KIS	KIN	KPO	Total
Analysis	.607** .000	.571** .000	.555** .000	.518** .000	.561** .000	.427** .000	.640** .000
Cooperation	.447** .000	.450** .000	.439** .000	.406** .000	.515** .000	.418** .000	.528** .000
Fairness	.494** .000	.495** .000	.476** .000	.426** .000	.550** .000	.407** .000	.562** .000
Pleasure	.553** .000	.525** .000	.445** .000	.389** .000	.475** .000	.372** .000	.544** .000
Total	.656** .000	.636** .000	.596** .000	.542** .000	.652** .000	.504** .000	.708** .000

The results of this table show that there is a significant relationship between students' learning environment and communicative competence. It just means that when the learning environment is high, their communicative ability is also high. This only indicates that the learning environment has an important role in the ability of students in communicative competence specifically in their linguistic, discourse, sociocultural, strategic, interactional and formal competence. The success of a communicative is significantly related to evaluation, collaboration, fairness and enjoyment of learning by students. Addressing communication deficits caused by lexical and syntactic confusions stimulates students to understand interactional ability from a harmonious environment teaches their intention to learn grammar (Huang, Xi p.15). Therefore it is consistent with Canale & Swain's model of communicative competence related to the classroom context with grammatical, sociolinguistic, discourse and strategic perspectives which allow teachers to develop a classroom with an instructional structure and training. When all the participants in the classroom are involved in the test their communication skills are developed. In other words, when communicative ability develops, their interest increases because the learning environment is suitable (Kurnaz, Yi, and Ali Şükrü Özbay p.43)

### 3.8 Significant Influence of Readiness on Direct Learning, Language and Environment Learning Strategies Learning Communicative Ability of Grade 11 Students at Senior High School

It can be seen in Table 6 that the language learning strategy and learning environment used by the students have a significant influence on the communicative competence of the

students while the readiness for direct learning has no significant relationship with the communicative competence of the students. in senior high school. It is also revealed that F-value equals 458.668, R-value of .734 and R<sup>2</sup> .538 and p-value of .000 which is more than .05 level of significance set in this study.

Table 6. Significant Influence of Readiness on Direct Learning, Language and Environment Learning Strategies Learning Communicative Competence of Grade 11 Students at Senior High School

Communicative Competence					
Exogenous Variables		<i>B</i>	$\beta$	<i>t</i>	<i>Sig.</i>
Constant		.689		6.360	.000
Readiness for Direct Learning		-.053	-.042	-1.637	.102
Language Learning Strategies		.329	.307	9.756	.000
Learning Environment		.549	.498	15.387	.000
R	.734				
R <sup>2</sup>	.538				
$\Delta R$	.537				
F	458.661				
$\rho$	.000				

In further analysis, details in the results pointed to the students' readiness for direct learning in the standardized and unstandardized coefficients of -.053 and -.042, t-value of 1.637 and p-value of .102 (not -significant); language learning strategy with standardized and unstandardized coefficients of .329 and .307, t-value of 9.756 and p-value of .000 (significant); and learning environment with standardized and unstandardized coefficients of .549 and .498, t-value of 15.387 and p-value of .000 (significant).

In the study of Delgado, Fabiola Sáez, Claudio Bustos Navarrete, and Alejandro Díaz Mujica p. 92-100 students' lack of readiness for direct learning will lead to the weakness of direct learning from the decision when faced with a task, such as how much time to spend studying, relying on self-management ability, and inappropriate use of strategies appropriate to the learning of the study, in the planning phase that has preparation, implementation and self-evaluation actions, which constitute the problem-solving method.

It is similar to the study of Örs, Mukaddes p.10 the students are not ready to engage in direct learning readiness when they do not have the freedom to learn on their own, lack of control and responsibility for their own learning where their participation is not developed and there

is a lack of desire to participate in communicative activities to learn of new information due to lack of time management skills, stress management, assignment, preparation, and test preparation, and importance of lifelong knowledge.

### 3.9 Summary of Goodness of Fit Measures of Five Structural Models

The final aim of this research is focused on identifying the most appropriate model that represents variables as predictors of communicative ability. The proposed model framework in Table 1 needs to be modified to meet the requirements of goodness of fit measures. The five models developed in this study are summarized in Table 7.

Table 7. Summary of Goodness of Fit Measures of Five Structural Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	16.342	.810	.821	.812	.798	.114	.000 <sup>39</sup>
2	.000	10.764	.860	.887	.877	.871	.091	.000
3	.000	8.948	.869	.908	.897	.895	.082	.000
4	.000	7.831	.885	.922	.911	.910	.076	.000
5	.059	1.511	.994	.998	.995	.996	.021	1.000

Legend: CMIN/DF – Chi Square/Degrees of Freedom

GFI – Goodness of Fit Index

RMSEA – Root Mean Square of Error Approximation

NFI – Normed Fit Index

TLI- Tucker-Lewis Index

CFI – Comparative Fit Index

Model 5 analysis as shown using goodness of fit indices: Chi- Square divided by degrees of freedom (MIN/DF) is .995; The Normed Fit Index (NFI) was .995; The Tucker-Lewis Index (TLI) is .996; The Comparative Fit Index (CFI) is .998; The Goodness of Fit Index (GFI) is .994; The Root Means Square of Error Approximation (RMSEA) is .021; and the P OF Close Fit (Pclose) is 1.000. The result of the goodness of fit of model 5 is very acceptable because all the indices met the set criteria against the obtained model fit value. These indices met the requirements of goodness of fit measures. Moreover, this is an indicator that the model that generated 5 is a very good model fit.

In determining the most appropriate model, all indices included must be within acceptable ranges. The chi-square value/degrees of freedom must be less than 5 with a corresponding p-value greater than 0.05. The root mean square error approximation value must be less than 0.05 and its corresponding Pclose value must be greater than 0.05. Other indices such as the normed fit index, Tucker-Lewis index, comparative fit index and the goodness of fit index should be higher than 0.95.

#### Best Fit Model on Communicative Competence

This section highlights the analysis of the relationships between direct learning readiness, language learning strategies, language learning environment, and students' communicative competence. There are five alternative models tested to achieve the best fit model of

students' communicative competence. Each model forms a structure that can be divided into two sub-models: measurement model and structural model. The measurement model indicates the scale of the loadings on each factor on their latent constructs while the structural model describes the relationships between the latent variables. Furthermore, the fit assessment was used as a baseline for model acceptance and rejection. As a rule, the researcher establishes the causal relationship of the latent variable to different latent variables.

Furthermore, it establishes a relationship between endogenous and exogenous variables. When a structural model exhibits adequate fit, it means that the empirical relationships between the variables proposed by the model are consistent. Five hypothesized models were developed and tested in this study. Screening variables are critically followed to give premium(assurance) to the normality of the data generated models presented in the study. As shown in the conceptual models of this study, direct effects are represented by arrows from a predictor variable depicted on the right side to the left side where the dependent variables are, without passing through one another variable.

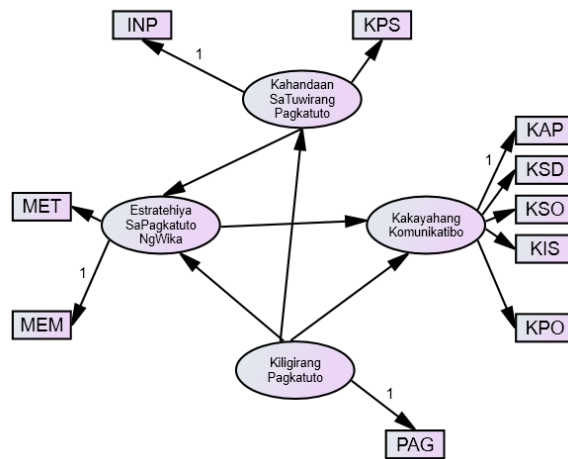


Figure 2. KPO-ability formulaic

Legend:

INP-intentional learning  
 KPS-self-management skills  
 MET- meta-cognitive  
 MEM-memory

KAP- language ability  
 KSD-discourse skills  
 KSO-sociocultural competence  
 KIS-strategic ability Justification

#### 4. CONCLUSION

The use of a theoretical structural model strengthened this study because the analysis conformed to the sequential process of the specific model. The result showed that the level of readiness in direct learning, language learning strategies in the learning environment and communicative ability are high which only indicates that the respondents in senior high school agree and often express the referenced items in this variable.

There is a significant relationship between the variables of direct learning readiness, language learning strategies and students' learning environment with communicative ability. So, the null hypothesis was not accepted. Of the five investigated models, model 5 had indices that were consistent and indicated that the data fit best. Therefore it was identified as the most appropriate model. The result of the goodness of fit of model 5 is very acceptable

because all the indices meet the set criteria against the obtained value of the best fitting model.

This was supported by Reynolds & Walberg's Theory of Academic Achievement. The theory states, it is believed that the psychological characteristics and way of dealing with a student influences what he achieves (educational outcome) when it comes to behavior, attitude and cognitive matters.

In the theory of Canale, 1983; Canale & Swain Communicative Competence stated in this theory that Communicative language in teaching requires an environment of trust and mutual confidence where students interact without fear or threat of failure and the importance of the classroom environment in developing communicative competence.

## **5. RECOMMENDATION**

Based on the results of the study, the researcher proposed the following recommendation. The overall results showed a high level of readiness in direct learning as well as in the three indicators. Although high, it still hasn't reached the highest level. So, it is still suggested that teachers provide collaborative work such as group work where each student has their own responsibility. Each group will have feedback on their outputs and identify the ones with the best outputs to further encourage students to participate in the activities that will be given to them.

Overall results also showed that the students had a high level of writing strategies. Although the students' writing strategy is only high and did not reach the highest level, it is suggested to have skills in different types of writing such as writing poetry, essays or songs to further cultivate their abilities and have feedback about it. Publish the selected good output in the school newspaper to further encourage them to write. Continue to monitor, guide their work and make them feel how important their work so that it will further increase their performance level in writing strategy.

It was also shown in the overall results that there is a high level in the communicative ability of the students, but it still did not reach the highest level. Thus, it is suggested to devote students' time to communicative tasks by giving teachers more practice in the areas of speech that are difficult for them. Correcting and conducting incidental teaching when students make mistakes is a great help to correct their grammatical errors. It is also important to correctly proofread compositions to correct grammatical errors. The use of different teaching methods and strategies is also encouraged so that students can practice expressing themselves and develop their language skills.

Continue the celebration in Buwan ng Wika where competitions such as sabayang bigkas, poetry, spoken poetry because it helps to cultivate the communicative competence of students. Finally, conducting a study related to communicative ability to determine the most influential predictor here and be the basis of the next researcher.

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