# SPEAKING ENFORCEMENT THROUGH BRAIN BASED-LEARNING AMONG BACHELOR OF PHYSICAL EDUCATION STUDENTS

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## Abstract

The ability to communicate effectively is not only necessary for higher academic performance, but also for a successful future career in many fields. Achieving success in any organization, whether as a promoter, an employee, or any other member of society, requires strong communication skills. For the purpose of determining the level of speaking enforcement, the descriptive design was used (organization, content and delivery). The data was counted and assessed using a variety of methodologies, including frequency counts and percentages, among others. The findings of the study indicate that the respondents' level of speaking enforcement is competent, as shown by a mean score of 11.19. It was also shown that there is no statistically significant association between the speaking enforcement of BPEd students and their gender or their first language. Although there is a strong association between the speaking enforcement of BPEd students and the type of secondary school from which they graduated, this relationship is not statistically significant. As a result, kids' brain- based learning should be encouraged more, and they should participate in more speaking activities in order to improve their speaking enforcement.

**Keyword**: brain-based learning, BPEd, speaking enforcement, academic performance, communication skills

## Introduction

In language teaching and learning, there are four important macro skills that an individual should focus on, one of them is speaking. Speaking is one of the demanding skills in daily existence. Everyone needs to communicate with others through speaking. Furthermore, it becomes a vital role in any life aspects. Through speaking people can transfer ideas, opinions, convictions and wisdom with others. Consequently, speaking is universally thought to be the most primordial of the four macro skills.

The best communication skill is not only imperative for a better achievement in academic life but for a successful future career. In every organization, promoter, employee or anyone in a society, effective communication is an imperative element of success. Through communication people can show ideas and knowledge easily and clearly. It is the best way to show capabilities. It could be said that knowledge is of limited value if not applied, which communication, we can show that we are knowledgeable, Bennitti ( 2012). Therefore, having a better communication skill is very imperative.

Speaking is one of the most essential

skills one will ever learn. Everything one does at home or school requires a communication specifically with families, friends, colleagues. Without speaking, it is incredibly difficult to share thoughts and feelings with others, to make lasting friendships, to give and receive information, to know what is happening inside and out of our country and to learn about world itself in which we live.

English, as a second - language to Filipino students, remains passive due to non-use at home and outside the classroom. Confined to the learning in school students' English lack conversational tone for everyday usage. Yet, no one should deprive students of using their native tongue in expressing ideas and socializing with peers. Though communicative English in the classroom encourages more student than teacher talk. Speaking is a macro-skills vital for excellent communication. It is the end product of listening, reading and writing. To be able to speak fluently with the use of English language is indeed a vital factor.

The brain- based learning is a shift which addresses student learning outcomes from the point of view of human brain. Using the Social-Emotional Learning (SEL) would be one of the devices for learning that built on how human motivation and conceptual knowledge acquisition would work, Bodily, Kay, Aleven , Jivet, Davis , Xhakaj, F., et al. (2018). This also revitalize learning universally, teaching and learning maneuver.

Brain-based learning is a model of learning that examines student learning and learning outcomes from the

perspective of the human brain. It is becoming increasingly popular. The process involves the development of unique learning strategies that are based on the way that human attention, memory, motivation, and conceptual knowledge acquisition functions. Learning and teaching that is based on the brain can help students learn more effectively overall, Go (20016).

Historically, much of what is taught and learned is based on what students, teachers, and policy-makers believe to be important. Their opinions, experiences, logical arguments, and quasi-experiments in the classroom are all used to inform the teaching and learning process in the classroom. Brain-based learning takes a different approach than traditional learning methods. The manner in which students are being thought in the classrooms give a primordial impact on their scholastic standing.

## Conceptual Framework

Speaking is one among the most important skills one will ever learn. Everything one does at home or school requires him to communicate with families, friends and colleagues. Without speaking, it is incredibly difficult to share thoughts and feelings with others, to make lasting friends, to give and receive information and to learn about the world in which we live.

English, as a second language to Filipino students, remains passive due to non- use at home and outside the classroom, Ghan (2012). Confined to the learning in school students' English lacks the conversational tone for everyday usage. Yet, no one should deprive students of using their native tongue in expressing

ideas and socializing with peers. Although communicative English in the classroom encourages more student than teacher talk, it has to be vitalized with dialogue writing and speaking to activate further

## Research Question

Specifically, this study aims to answer the following questions:

1.      What is the profile of the BPEd students in terms of
a.             Sex
b.             Secondary school graduated from
c.             First Language
2.      What is the level of speaking enforcement of the first year BPED students?
3.      Is there a significant relationship between the profile of the respondents and theirlevel of speaking enforcement?

## Research Hypothesis

There is no significant relationship between the profile of the respondents and their level ofspeaking enforcement.

## Research Methodology

### Research Design

The descriptive design was used to determine the level of speaking enforcement ( organization, content and delivery) of the first year Bachelor of Physical Education of the College of Human Kinetics, Cagayan State University, Carig Campus Tuguegarao City,Cagayan, Philippines.

### Locale of the Study

The study was conducted College of Human Kinetics among first year students of Bachelor of Physical Education during school year 2017-2018.

## Respondents and Sampling Procedure

The respondents of the study were 32 first year students in Bachelor of Physical Education. Convenience sampling was employed.

## Research Instrument

In order to determine the speaking enforcement of the first years BPED students of the College of Human Kinetics, the researcher conducted a speaking activity, that is to let the students perform impromptu speech for at least 1-2 minutes answering a certain question. ( Why did you choose BPEd as your course? Researcher chose the BPEd students the respondents of the study because they are expected to be competent in using English language as they will be using English language as medium when they will take their practice teaching.

## Data Gathering Procedures

The researcher first sought authorization from their immediate supervisors in order to perform the aforementioned investigation. The respondents were given an activity to

complete, and they were also given a questionnaire to complete in order to complete their profile, as well as a set of criteria that served as the foundation for assessing their enforcement. Following the completion of the activity, the researcher conducted an analysis and interpretation of the data.

## Statistical Treatment of Data

The data was tallied and evaluated using frequency counts and percentages, among other methods. A rubric was used to assess the respondents' ability to communicate verbally intheir responses.

## RUBRIC IN ASSESSING THE SPEAKING ACTIVITY

| Standard | | Points |
|---|---|---|
| **Organization** | | **(5)** |
| • | **Grammar usage** | 3 |
| • | **Appropriate support statements** | 2 |
| **Content** | | **(5)** |
| • | **Substance** | 3 |
| • | **Vocabulary** | 2 |
| **Delivery** | | **(5)** |
| • | **Self- confidence** | 2 |
| • | **Voice/ pronunciation** | 2 |
| • | **Gestures** | 1 |
| **TOTAL** | | **15** |

The following interval and description was used to describe the speaking performance of the respondents.

| Interval | Description |
|---|---|
| 13-15 | Very Competent |
| 10-12 | Competent |
| 7-9 | Fairly Competent |
| 4-6 | Less Competent |
| 1-3 | Incompetent |

To determine the relationship of the student's profile and their level of speaking competence,

Chi-Square test was used.

## RESULTS AND DISCUSSIONS

Table 1.1 Distribution of the Profile of English Major Students in terms of their sex.

The table reveals that the 32 respondents, there 16 males or 50 percent and 16 females or50 percent.

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 16 | 50% |
| Female | 16 | 50% |
| **Total** | **32** | **100%** |

Table 1.2 shows the distribution of the profile of the BPEd students in terms of the type of secondary school they graduated from.

The table shows that of the 32 of the respondents, there were 20 or 62.5 percent who graduated in public school and there were 37.7 percent or 12 who graduated in private.

**Table 1.2 Distribution of the Profile of the BPEd students in terms of the types of secondary school they graduated from**

| Type of Secondary graduated from | `` Frequency | Percentage |
|---|---|---|
| Public | 20 | 62.5% |
| Private | 12 | 37.5% |
| **Total** | **32** | **100%** |

Table 1.3 shows the distribution of the profile of the BPEd students in terms of their L1. The table shows that of the 32 respondents, there were 6.25 % whose L1 is Tagalog, 10 or 31.25% is Ilocano, Itawit is 14 or 43.75% and Ibanag 6 or 18.75.

**Table 1.3 Distribution of the profile of the BPEd students in terms of their L1**

The table shows that of 32 respondents, there were 43.75% whose L1 is Itawit , 31.25 % Iloko, 18.75% % whose L1 Ibanag and 6.25% whose L1 is Tagalog.

**Table 1.3 Distribution of the Profile of BPEd Students in Terms of their  L1**

| Language | Frequency | Percentage |
|----------|-----------|------------|
| Tagalog | 2 | 6.25% |
| Itawit | 14 | 43.75% |
| Iloko | 10 | 31.25% |
| Ibanag | 6 | 18.75% |
| Total | 32 | 100% |

**Speaking Enforcement of the BPEd Students**

Table 2 shows the distribution of the speaking enforcement of the BPEd students.

The table shows that there 7 or 21.88% have scores ranging from 13-15, there were 20 or 62.5% have scores ranging from 10-12. There were 5 or 15.63% have scores ranging from 7-9.

The mean score of their speaking enforcement is 11.9 or competent.

**Table 2 Distribution of the Profile of BPEd Students in Terms of their Enforcement**

| Score | Frequency | Percentage | Descriptive Value |
|-------|-----------|------------|-------------------|
| **13-15** | **7** | **21.88%** | Very Competent |
| 10-12 | 20 | 62.5% | Competent |
| 7-9 | 5 | 15. 63% | Fairly Competent |
| 4-6 | 0 | 0% | Less Competent |
| 1-3 | 0 | 0% | Incompetent |
| Total | 32 | 100% | |
| **Mean** | | **11.19, Competent** | |

### Relationship Between the Profile of the Respondents and their Level of Speaking Enforcement

Table 3 .1 shows the relationship between the speaking performance of the BPEd students and their sex.

The table shows that the computed chi-square value is 0.54 with degrees of freedom 2 and a critical value of 5.991 at 5% level of significance. Since the computed chi-square value is less than the critical value, then there is no significant relationship on the speaking performances

of BPEd students in terms of their sex. Hence, the null hypothesis is accepted because the chi-square value is less than the critical value at 5% level of significance. This further implies that the speaking enforcement of the BPEd students is not influenced by their sex. Studies also shown by Savigon (2002), sex is not measured by the achievements of the students. It is the result of their day to day accomplishments in the four walls of the classroom.

| Variable | Chi-square value | Degrees of Freedom | Critical Value at 5% level of significance | Remarks | Decision |
|---|---|---|---|---|---|
| Sex | 0.54 | 2 | 5.99 | Not significant | Accept H□ |

Table 3.2 shows the relationship between the speaking enforcement of BPEd students and the type of secondary school they graduated from.

The table shows that the computed chi-square is 38.05 with the degrees of freedom and a critical of 5.991% at 5% level of significance. Since the computed chi-square value is greater than the critical value, then there is significant relationship on the speaking enforcement of the BPEd students in terms secondary school they graduated from. Hence, the null hypothesis is rejected because the chi-square value is greater than the critical value at 5% level of significance. This further implies that the speaking enforcement of the BPEd students is influenced by the type of secondary school they graduated from. Similar to the study of Galiza (2021) that schools were students graduated from have a relevance and connected with the school policies especially in private school where they even mandate students in speaking English or schools in public also mandate their students to use their Mother Tongue. Brain based learning also applies when students are motivated to speak when they are encouraged by their teachers. Teachers need to boost the morale of the students and push them up to get the level of dependency in studying.

**Table 3.2 Relationship Between the Speaking Enforcement of the BPEd and the Typeof Secondary School they Graduated From**

| Variable | Chi-square value | Degrees of Freedom | Critical Value at 5% level of significance | Remarks | Decision |
|---|---|---|---|---|---|
| Type of Secondary School they Graduated From | 38.05 | 2 | 5.99 | significant | Reject H□ |

**Table 3.3 shows the relationship between the speaking enforcement of BPEd students and their first language.**

The table shows that the computed chi-square value is 5.55 with degrees of freedom 6 and critical value of 12.592 at 5% level of significance. Since the computed chi-square value is less than the critical value, there is no significant relationship on the speaking enforcement of the BPEd students in terms of their first language. Hence, the null hypothesis is accepted because the chi-square value is less than the critical value at 5% level of significance. This connotes that the speaking enforcement of the BPEd is not influenced by their first language. According to Antonio (2021) in his study, although the first language is the foundation of students' understanding level, when it comes to classroom performances, students' attention is always drawn to the medium in which they communicate, particularly during discussion periods. In order to get good grades and classroom performances, it is therefore necessary to improve brain-based learning among these students, particularly given the fact that these students are future teachers. When students are aware of the motivational force behind their teachers' teaching, they are more likely to achieve exceptional results.

**Table 3.3 Relationship Between the Speaking Performance of the BPEd students and the L1.**

| Variable | Chi-square value | Degrees of Freedom | Critical Value at 5% level of significance | Remarks | Decision |
|---|---|---|---|---|---|
| First language | 5.55 | 6 | 12.592 | Not significant | Accept H□ |

## Conclusions

Based on the findings of the study, it is concluded that the level of speaking enforcement of the first year BPEd is competent with a mean score of 11.19. The level of speaking enforcement of the students has no significant relationship or independent with their sex, and first language. On the other hand, the level of speaking enforcement of the students has a significant relationship with the type of secondary school they graduated from. And brain - based learning among these students are

## Recommendations

After a thorough analysis of data, the following are hereby recommended:

1.      The students who exhibited in their speaking enforcement should engage more onspeaking activities that will help them improve their speaking enforcement.

2.      The students need to enhance more of their speaking enforcement by practicing speaking in English , not only inly in the four walls of the classroom but also in conversing via phone like phone calls and text messaging. This will help them master the English language.

3.      Parents should assist their children in developing good study habits and self - confidence that will improve their speaking enforcement.

4.      Further studies along this skill may be conducted.

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