

# Applying Communicative Language Teaching in Science Instruction

DOI: <https://doi.org/10.47175/rielsj.v6i2.1189>

| Ana Margarita A. Agao-Agao<sup>1,\*</sup> | Jamaica M. Guiali<sup>2</sup> | Huda A. Madi<sup>3</sup> |  
| Allan M. Agao-Agao<sup>4</sup> |

<sup>1,2,3,4</sup> Mindanao State University  
– Maguindanao, Philippines

\*[amaaqaoqao@msuamaguindanao.edu.ph](mailto:amaaqaoqao@msuamaguindanao.edu.ph)



This work is licensed  
under a Creative Commons Attribution-  
ShareAlike 4.0 International License.

## ABSTRACT

This study aimed to determine the impact of Communicative Language Teaching (CLT) approach in the engagement and understanding of science concept of Grade 8 students at Integrated Laboratory Science High School of Mindanao State University-Maguindanao school year 2023-2024. It sought answer to the following research problems; what are the pretest and posttest scores of the respondents in role playing, graphic organizer, word hunts, broadcasting and dramatization? and Is there a significant difference between the pretest and posttest scores of the respondents in role playing, graphic organizer, word hunts, broadcasting and dramatization? This study is quantitative in nature, a one-group pretest-posttest design. The researcher – made 75 items test questions was the instrument used to gather the data before and after the two - months intervention. Results showed the pretest grand mean score 8.05 described as good and the posttest score 11. 37 described as very good. The t-test results revealed a p-value 0.000 with significant difference at 0.05 level of significance. Thus, there is enough evidence to reject the null hypothesis that there is no significant difference between the pretest and posttest of the respondents. Based on the results, it is concluded that the intervention, CLT approach in teaching Science has positive impact on the respondents' performance in improving their engagement and understanding the concept. Strategies like roleplaying, graphic organizer, word hunts, broadcasting and dramatization help the respondents use English language in the class activities and improve their linguistic competence.

## KEYWORDS

Communicative Language Teaching Approach; role playing; word hunts; broadcasting; dramatization

## INTRODUCTION

English as a medium for international communication is part of everyday learning among second language learners like Filipinos. It is used as medium of communication and tool in the delivery of instructions in school curriculum from basic to tertiary education. Aside from English subject, Mathematics, Sciences, History, Physical Education, Health and even Music used English language as medium of instruction (Al-Yahmedi, Z., Al-Busaidi, S. & Al-Seyabi, F, 2019).

Consequently, effective communication skills are essential for students to succeed in various fields including Science. However, language barriers make it difficult for learners to grasp and articulate scientific concepts. Students have difficulty in science vocabulary, reading science texts and doing computations. The learning gap in literacy and numeracy



skills affect the students in learning science lessons (Buban, 2023). The PISA (2018) results highlighted the country's poor performance in mathematics and scientific literacy. This is rooted from the country's bottom rank in literacy among the 79 countries that joined the assessment. Rogayan (2021) reiterated that it is necessary to conduct reading sessions using science texts even in English classes and provide intervention activities. This could lead to the employment of Communicative Language Teaching (CLT) approach in science classes.

CLT approach offers a solution by emphasizing interaction, meaningful communication, and real-life language use. Originally designed for second language acquisition, CLT has been increasingly recognized for its potential in content-based subjects like science, where both language proficiency and conceptual understanding are crucial (Toro et al. 2019).

Science education requires students to not only comprehend theories and principles but also to articulate their ideas, justify their reasoning, and collaborate with peers. Traditional lecture-based methods often focus on rote memorization, limiting students' opportunities for active engagement. In contrast, CLT encourages students to communicate their thoughts through discussions, experiments, problem-solving activities, and group tasks. This interactive approach fosters both language acquisition and a deeper understanding of scientific concepts, making learning more meaningful and engaging. CLT purposely is to equip learners with abilities to handle communication of the intended language (Dos Santos, 2020).

## **LITERATURE REVIEW**

Communicative Language Teaching (CLT) is a language teaching approach that emphasizes communication as the main objective of language learning. According to Larsen-Freeman and Anderson (2013), effective language learning requires meaningful interaction, emphasizing that language should be used for communication. In a communicative classroom, all activities are designed with a focus on real-life communication. Sauvignon and Wang (2003) further highlight that CLT contrasts with traditional methods that primarily emphasize the mastery of linguistic structures, as it focuses on enhancing learners' ability to apply language in real-life situations.

The concept of CLT originates from the goal of fostering communicative competence. Canale and Swain (1980) define communicative competence as comprising grammatical competence, sociolinguistic competence, and strategic competence, all of which are essential for effective communication. They argue that no single component is inherently more important than the others. Instead, a communicative approach should aim to integrate these competencies, rather than focusing on one at the expense of the others. Canale and Swain (1980) also emphasize that a communicative approach should address learners' specific communication needs, including grammatical accuracy, appropriate language use based on context, and strategies for overcoming communication challenges.

In recent years, perspectives on language learning have evolved, as noted by Richards (2006). Language learning is now regarded as an evolving process shaped by multiple factors, particularly the interactions between learners and language users. These interactions provide learners with opportunities to engage in collaborative meaning-making, which facilitates meaningful and purposeful language use. Additionally, the process of meaning negotiation is essential for language development, as learners strive to reach mutual understanding with their conversation partners. Receiving feedback during interactions also contributes to language learning, as it helps learners recognize areas for improvement and refine their language skills accordingly.

There are two methodologies to achieve the goal of CLT approach: Content-Based Instruction (CBI) and Task-Based Instruction (TBI). CBI promotes language learning



through content while TBI utilizes real-world tasks to offer learners with meaningful learning opportunities (Richards, 2006 as cited in Toro et al., 2018). Graphic organizer, word hunts, and broadcasting are content-based activities while the role-playing and dramatization can be task-based activities to achieve comprehension in Science classroom.

Role-play is a strategy that makes education engaging, interactive and social. It originates from the concept of play which is popularly known as gamification in today's research. In this strategy, students are encouraged to adopt characters and viewpoints different from their own to better grasp the lesson's concepts. Role-play is commonly used in formal education, particularly to teach social sciences, problem-solving, and essential 21<sup>st</sup>-century skills like communication and critical thinking (Aura et al., 2023).

Aura et al. (2023) examine the impact of a role-play-based teaching method on 6<sup>th</sup> graders' 21<sup>st</sup>-century skills in Finland. The results showed a significant positive relationship between role-play and the development of these skills. Additionally, a study that determined the impact of role-playing method on student learning outcomes in social studies on fourth graders showed a significant effect on learning outcomes (Manan & Mastul, 2023). The same result was shown that role play has a significant variance in the means of the achievement test due to strategy variable (Smadi, 2019).

Moreover, multiple studies on drama method have shown positive influences on personal development as well as cognitive, affective, and psychomotor skills (Yildirim, 2022). The main objective of drama in education is to foster new learning experiences by immersing participants in realistic yet fictional scenarios through role-playing and active participation (Akar-Vural & Somers, 2016). The drama method is recognized as a powerful tool for making universal, social, ethical, moral, and abstract concepts more meaningful (San, 1990). In educational settings, drama can help students gain self-awareness, discover their abilities and talents, develop empathy, analyze events from multiple perspectives, and learn through play and experience (Yildirim, 2022).

Drama can be an effective tool for presenting information. Learners enjoy acting at the same time acquiring an experience that helps them grow and develop their learning skills. Results of the study on the role of drama in improving the performance of students with learning difficulties showed that it played a key part in enhancing their comprehension. It makes the teaching environment fun and effective leading to increased academic achievements (Kitishat & Al Kayed, 2023).

Yildirim (2022) conducted a meta-analysis and meta-synthesis on the impact of drama method on academic achievement and attitude of primary and preschool students. The findings indicated that the drama method has a significant influence on academic achievement and a moderate effect on students' attitudes. The meta-synthesis results further showed that drama has an impact on emotional, cognitive, social, linguistic, and kinesthetic development.

Another strategy used in this study is graphic organizer. A graphic organizer is a visual tool that represents textual concepts, aiding students in organizing information, structuring data, and linking ideas. It highlights the relationships between key concepts within a lesson, unit, or task, making the information more organized and easier to understand (Braselton & Decker, 1994 as cited in Saadu et al., 2022).

Sharrock (2008), as cited in Saadu et al. (2022), conducted an action research study to examine the impact of graphic organizers on students' writing skills. The findings indicated that using graphic organizers significantly enhanced learners' creative writing abilities. Additionally, the study revealed that these organizers helped students stay focused on the topic by keeping their ideas visible during the writing process. They also aided in presenting information in the proper sequential order.



Another study about graphic organizers and the level of students' performance and self-efficacy in an online learning environment was conducted by Torre Franca et al. (2022) among the tertiary students at Quezon City University, Quezon City, Philippines in the first semester of 2021-2022. Results showed that participants performed better and improved their self-efficacy.

Word hunts or word search puzzles are additional strategies used in this study. These puzzles serve as educational tools that can aid learners in retaining information more effectively. A word search puzzle is an array-based game that requires players to locate hidden words (Sholeh & Fakiah, 2018) as cited in Imron et al., (2022). Similarly, word hunts involve identifying words within a grid of letters, where words can appear horizontally, vertically, or diagonally. Through word search puzzles, students can enhance their knowledge of health, sports, and physical education while also becoming more engaged and active (Imron et al., 2022).

In the study of Adolfo and Villarin (2023), word games significantly improve grade 8 students vocabulary achievement and recommended to use word games in vocabulary classes for improved students' achievement.

Another strategy in teaching the concept of science aimed at comprehension and engagement of students is the broadcasting. This strategy allows the learners to work collaboratively, comprehend the concept of the lesson and simulate the radio or television broadcasting activity where they report their understanding of the topic. Learners as a group also work collaboratively and creatively. Integrating the use of multi-media, they can present the lesson with mastery of their script and concept as well. The use of the target language in science subject is also maximized from the moment they are writing their script to the delivery of report.

In a study conducted by Okeke, Chibuile & Ono (2021) during the pandemic highlighted the role of radio broadcasting as a platform that provides new ways of teaching. However, this could also be used as teaching and learning strategy to enhance comprehension.

With the cited information from various research, communicative language teaching is considered to be beneficial in teaching science and at the same time to enhance students' comprehension and engagement. CLT approach recorded successful effect on students' academic performance and communicative competence. It enables students to take an active role in collaborative group discussions, participate in role-playing activities, and engage in project-based tasks. This approach benefits both introverted and extroverted students by enhancing their speaking skills (Nggawu & Thao, 2023), has a significant effect on grade 11 students speaking skills (Ogayon et al. 2020), significantly improves students' academic performance (Kasumi, 2015), and four other studies that show positive effect of CLT approach to students' communicative competence conducted by Ghafar et al. (2023).

This study explores the effectiveness of the Communicative Language Teaching approach in teaching Science, particularly in enhancing students' comprehension and engagement. By integrating CLT strategies such as collaborative learning, task-based instruction, and authentic language use, this research aimed to determine how this approach influences students' academic performance and engagement in Science classes. The results of this study could offer valuable insights for educators seeking innovative ways to bridge the gap between language learning and Science education.

### **Statement of the Problem**

This study aimed to determine the impact of Communicative Language Teaching approach in the comprehension and engagement of the Grade 8-A students at Integrated Laboratory



Science High School (ILSHS) of Mindanao State University-Maguindanao in teaching Science.

Specifically, this study sought to answer the following:

1. What are the pre-test and post-test scores of the respondents in:
  - a. role playing;
  - b. graphic organizer;
  - c. word hunts;
  - d. broadcasting; and
  - e. dramatization?
2. Is there a significant difference between the pre-test and post-test scores of the respondents in:
  - a. role playing;
  - b. graphic organizer;
  - c. word hunts;
  - d. broadcasting; and
  - e. dramatization?

## **RESEARCH METHODS**

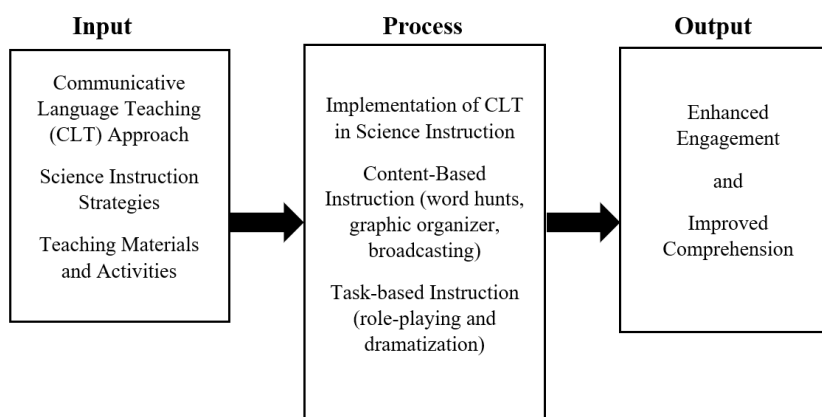
This study is quantitative research involving 35 grade VIII learners in one class. To measure the impact of Communicative Language Teaching (CLT) approach in improving the comprehension and communication skills, single group pre-test and post-test design with same assessment measure were given to the participants before and after using the CLT approach.

This study is anchored in various interrelated theories that support the integration of the Communicative Language Teaching (CLT) approach to enhance students' engagement and comprehension in science instruction. These theories provide a strong foundation for understanding how language-rich, interactive learning experiences facilitate students' cognitive and social development in the science classroom.

One of the primary theoretical underpinnings of this study is the Constructivist Learning Theory, as proposed by Piaget (1976) and Vygotsky (1978). This theory suggests that learning is an active, social process where students build knowledge through interaction and significant experiences. In CLT-based science instruction, this perspective highlights the value of discussions, inquiry-driven tasks, and collaborative problem-solving in strengthening students' conceptual understanding of scientific concepts. Additionally, Vygotsky's Sociocultural Theory, particularly the Zone of Proximal Development (ZPD) and the concept of scaffolding, underscores the significance of peer interaction and teacher support in fostering both language proficiency and cognitive growth in science learning.

Furthermore, this study is guided by the Communicative Competence Theory developed by Canale and Swain (1980), which emphasizes the role of language skills in effective communication and comprehension. In science education, students are required to interpret, analyze, and articulate scientific concepts, necessitating a high level of linguistic, discourse, and strategic competence. By employing the CLT approach, students are provided with meaningful opportunities to engage in academic discussions, utilize scientific vocabulary in real-world contexts, and develop the ability to express and apply scientific ideas with clarity and accuracy.

### Conceptual Paradigm



**Figure 1.** Conceptual Paradigm of CLT

### RESULTS AND DISCUSSION

This section presents the data gathered, analyzed and interpreted based on the research problems.

**Table 1.** Pre-test and Post-test Scores of the Respondents in CLT Approach Strategies

Strategy	Pretest			Post test		
	Mean	Standard Deviation	Description	Mean	Standard Deviation	Description
Role playing	8.28	3.21	Good	10.76	2.52	Very Good
Graphic organizers	9.90	2.41	Good	11.97	2.38	Very Good
Word hunts	6.62	1.88	Fair	11.07	1.81	Very Good
Broadcasting	6.62	2.22	Fair	10.14	2.22	Very Good
Dramatization	8.83	1.83	Good	12.90	1.35	Very Good
<b>Grand Mean</b>	<b>8.05</b>		<b>Good</b>	<b>11.37</b>		<b>Very Good</b>

Legend:

- 13 – 15 – Excellent
- 10 – 12 – Very Good
- 7 – 9 - Good
- 4 – 6 - Fair
- 0 – 3 – Needs Improvement

As shown in the table, the pretest mean score of graphic organizers is the highest 9.90 among the five strategies of Communicative Language Teaching (CLT) approach. It is followed by dramatization with 8.83, role playing with 8.28 and the word hunts and broadcasting which both have a mean of 6.62.

The posttest means scores put dramatization on top among the five with 12.90 followed by graphic organizers with 11.97, word hunts with 11.07, role playing with 10.76 and broadcasting with 10.14. Buban (2023), recommended the integration of English reading sessions using science text. This reading activity is one of the macro skills a student should master to enhance comprehension. Word hunts, graphic organizers, role playing, broadcasting and dramatization are strategies during reading activities.

Role-playing teaching strategy is found an effective strategy in the 21<sup>st</sup> century after integrating into a Biology classroom which significantly improves students’ interest and motivation (Buban, 2023). Dramatization also found effective in enhancing the comprehension of learners with learning difficulties which consequently improve their academic performance by making the teaching and learning environment fun (Kitishat & Al



Kayed, 2022). Moreover, Yildirim (2021) conducted a meta-analysis on the effect of drama method on students' academic performance (57 empirical studies) and attitude (23 empirical studies) of pre-school and primary school learners. The results revealed that drama has a strong effect on students' academic achievement and a moderate effect on attitude.

Additionally, graphic organizers are found to influence students' performance and self-efficacy in Science, Technology, and Society subject (Torrefranca et al.,2022). This result also conforms to the study of Shelvam et al. (2021). They found out that graphic organizers are helpful to enhance the reading comprehension skills of the Malaysian learners. In the same case, Saadu et al. (2022) revealed that graphic organizers are found effective on students' academic achievement.

Word hunts as word game is also recommended to use in improving students' vocabulary achievement (Adolfo & Villarin, 2023). In a similar study in Sultanate of Oman, word study is found effective in improving the spelling performance of the grade 5 learners from the government basic education school. In addition, Imron et al. (2023) found out that the word search puzzle learning is effective in improving the students' concept mastery abilities among the 7<sup>th</sup> grade students in Indonesia.

Sanusi and Onijamowo (2023) examined the role of broadcasting in closing learning gaps. Their research suggests that incorporating educational broadcasting into traditional teaching methods can contribute to a more equitable education system. This conclusion is based on empirical analysis, which shows that broadcasting has the potential to transform education by fostering inclusivity and equity. Suryani (2019) studied the effect of radio broadcasting on second grade speaking achievement and found out that it is effective. It implies an increase in the posttest scores of the students. Consequently, an enhanced speaking performance. Through broadcast, students can practice speaking as to how broadcast on the radio or television, how to convey or broadcast information, and report news.

The table below presents the t-test results of role playing, graphic organizers, word hunts, broadcasting and dramatization as strategies employed in CLT approach. It reveals the difference of mean scores in the pretest and posttest of the respondents.

**Table 2.** t-test of Strategies in Communicative Language Teaching Approach

Strategy	t value	P-value	Significance
Role playing	-7.031	.000	Significant
Graphic organizers	-8.706	.000	Significant
Word hunts	-14.069	.000	Significant
Broadcasting	-7.954	.000	Significant
Dramatization	-10.254	.000	Significant

As shown in table 2, pretest and posttest scores in CLT approach have significant difference. For t-value to be significant,  $t < -1.96$  or  $t > 1.96$ . Role playing has a t value of -7.031, graphic organizer has a t-value of -8.076, word hunts has -14.069, broadcasting has -7.954 and dramatization has -10.254 where  $t < -1.96$ . Therefore, there is enough evidence to reject the null hypothesis that pretest and posttest scores of the respondents in the CLT have no significant difference.

The results also conformed with the article review conducted by Ghafar et al. (2023) who reviewed five articles on the impact of CLT approach on students' speaking and listening skills. The study found out that CLT impacts students' macro skills such as speaking, listening, reading and writing. Sub-skills like vocabulary, grammar, pronunciation, comprehension and fluency also improve. Moreover, Qasserras (2023) systematic review of CLT in language education revealed that CLT can enhance students' communicative competence (Krashen, 1981), language proficiency (Chaudhury, 2015), critical thinking and



problem-solving skills (Hasibuan and Batubara, 2012) and fosters active participation of learners and encouraged them to become engaged, creative and self-directed learners (Ellis, 1999).

Additionally, the result also conforms to the study of Ogayon et al. (2020) where the use of CLT gives highly significant improvement on students' performance in speaking. It is therefore recommended to use CLT strategies not only in Oral Communication class to improve the speaking competence of the learners.

## CONCLUSION

This study aimed to determine the impact of Communicative Language Teaching in enhancing students' comprehension and engagement in science. The results revealed a significant difference on the pretest and posttest scores of the respondents after the intervention with role-playing, dramatization, graphic organizers, word hunts and broadcasting as strategies. Thus, it can be concluded that CLT positively impacts students' comprehension and engagement in teaching science concept. However, this study is limited only to five strategies and in a smaller group of learners. Therefore, it is recommended to study other variables on content-based and task-based instructions. It is also recommended that this approach should not be limited only to language learning classrooms but also in subjects like sciences to make the learning more engaging and fun.

## Acknowledgement

This paper would like to acknowledge the grade 8 students and Science teacher at Mindanao State University-Maguindanao Integrated Laboratory Science High School for the participation in the intervention phase.

## REFERENCES

- Adolfo, J. A. & Villarín, S. J. B. (2023). Influence of Word Games to Students' Vocabulary Achievement. *International Journal of Multidisciplinary Approach and Studies*, 1(1), 1-12
- Akar-Vural, R., & Somers, J. W. (2016). *Drama in primary education for humanistic primary education programs: Theory and practice* (3rd Edition). Ankara: Anı Publishing.
- Al-Yahmedi, Z., Al-Busaidi, S., & Al-Seyabi, F. (2019). Using Word Study Approach to Improve Omani EFL Students' Spelling Performance. *English Language Teaching*, 12(8), 112–118. <https://doi.org/10.5539/elt.v12n8p112>
- Aura, I., Jarvela, S. Hassan, L. & Hamari, J. (2023). Role-play experience 's effect on students' 21<sup>st</sup> century skills propensity. *The Journal of Educational Research*, 116(3), 159 -170.
- Buban, A. (2023). *Difficulties in learning science: basis for intervention*. <https://www.researchgate.net/publication/374949882>
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/1.1.1>
- Chaudhury, S. (2015). The impact of communicative language teaching on the language proficiency of students. *Journal of Language Teaching and Research*, 6(4), 758–764. <https://doi.org/10.17507/jltr.0604.21>
- Dos Santos, L. M. (2020). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109. <https://doi.org/10.20448/journal.509.2020.72.104.109>



- Ghfar, Z. N., Sawalmeh, M. H. M., & Mohamedamin, A. A. (2023). Impact of Communicative Language Teaching Method on Students' Speaking and Listening Skills: A Review Article. *International Journal of Linguistics, Literature and Translation*, 6(1), 54–60. <https://doi.org/10.32996/ijllt.2023.6.1.8>
- Hasibuan, M. S., & Batubara, M. S. (2012). Pengaruh pendekatan komunikatif terhadap kemampuan berpikir kritis dan pemecahan masalah siswa. *Jurnal Pendidikan dan Pembelajaran*, 19(2), 123–134.
- Imron, A., Anggara, D., Lestari, F. D., Simarmata, R. O., & Cakranegara, P. A. (2022). Enhancing tadolescent physical development understanding: evaluating the impact of word seach puzzle games on students' mastery. *Al-Ishlah: Jurnal Pendidikan*. 14(1), 6094 -6101. <https://doi.org/10.35445/alishlah.v15i4.4616>
- Kasumi, H. (2015). Communicative Language Teaching and its impact on students' performance. *Journal of Educational and Social Research*. <https://doi.org/10.5901/jesr.2015.v5n1s1p155>
- Kitishat, A. R. & Al Kayed, Z. S. (2023). Drama and education: the role of drama in increasing the achievements of the students with learning difficulties. *Journal of Namibian Studies*. 34.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers*. Oxford university press
- Manan & Mastul, A.R.H. (2023). The impact of applying the role-playing method on social studies lessons in fourth grade students. *Journal of Pedagogy and Education Science*, 2(1), 64–70. <https://doi.org/10.56741/jpes.v2i01.99>
- Nggawu, L. O. & Thao, N. T. P. (2023). The impact of communicative language teaching (CLT) approach on students' speaking ability in a public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*. 7(3), 393-413. <https://doi.org/10.26858/ijole.v7i3.50617>
- Ogayon, I. & Tangalin, I. A. (2020). Communicative language teaching: Its effect on the speaking competence of grade 11 learners. *International Journal of Management*.
- Okeke, A. O., Chibuile, J. & Ono, G.N. (2021). Use of radio as a tool of learning in crisis period. *Nnamdi Azikiwe University Journal of Communication and Media Studies*, 1(2) <https://doi.org/10.47851/naujocommed.v1i2.95>
- Piaget, J. (1976). *Piaget's theory*. In B. Inhelder & H. H. Chipman (Eds.), *Piaget and his school* (pp. 11–23). Springer-Verlag.
- Qasserras, L. (2023). Systematic review of communicative language teaching (CLT) in language education: A balanced perspective. *European Journal of Education*, 6(1), 50-65. <https://doi.org/10.24018/lejedu.2023.4.6.763>
- Richards, J. (2006). Communicative Language Teaching Today. *In Cambridge University Press*, 25( 2): 1-13.
- Rogayan, D. Jr., Rafanan, R., & De Guzman, C. Y. (2021). Challenges in STEM learning: A case of Filipino high school students. *Jurnal Penelitian dan Pembelajaran IPA*, 7(1): 232-244. <https://doi.org/10.30870/jppi.v7i2.11293>
- Saadu, U. T., Raheem, A.O., Yusuf, G. A. (2022). Effect of graphic organizer method on academic performance of primary school pupils in Atiba local government area, Oyo State, Nigeria. *International Journal of Academic and Applied Research (IJAAR)*, 6(6), 7-12.
- San, İ. (2018). *Creative Drama and Museum: Arts Education*. Ankara: Yeni İnsan Publishing House.



- Sanusi, B. O., & Onijamowo, R. O. (2023). The role of educational broadcasting in bridging learning gaps. *Sapienta Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)*, 5(4), 143-159
- Savignon, S. J., & Wang, C. C. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. *International Review of Applied Linguistics in Language Teaching*, 41(3), 223–249. <https://doi.org/10.1515/iral.2003.010>
- Savignon, S. J. (1997-01-01). *Communicative competence: theory and classroom practice: texts and contexts in second language learning*. McGraw-Hill.
- Sharrock, T. (2008). *The effect of graphic organiser on pupils' writing: Action Research*. Kennesaw State University.
- Shelvam, S., Estacio, R. D., & Torrefranca, E. R. (2021). Graphic organizers and the level of students' performance and self-efficacy in an online learning environment. *International Journal of Scientific and Research Publications*, 12(10), 1–8. <https://doi.org/10.29322/IJSRP.12.10.2022.p13056academia.edu+4ijsrp.org+4>
- Sholeh, M., & Fakhiah, E. (2018). Rancang Bangun Aplikasi Permainan Adu Cepat Membaca Menggunakan Permainan Multiplayer Word Search Puzzle. *Jurnal Gaung Informatika*, 11(2).
- Smadi, M. (2019). The effect of using role play strategy on tenth grade students' performance in reading skill at public schools in Amman. *International Journal of Language and Linguistics*, 6(4). <https://doi.org/10.30845/ijll.v6n4p11>
- Suryani, M. D. (2019). The effect of radio broadcasting on students' speaking achievement. *LangEdu Journal*
- Torrefranca, E., Estacio, R., & Reyes, E.A. A. (2022). Graphic organizers and the level of students' performance and self-efficacy in an online learning environment. *International Journal of Scientific and research Publications*, 12(10), 414-423. <https://doi.org/10.29322/IJSRP.12.10.2022.p13056>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110-118. <https://doi.org/10.5539/elt.v12n1p110>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press
- Yildirim, E. (2022). The effect of drama method on academic achievement and attitude: A comparative meta-analysis and meta-synthesis. *International Journal of Research in Education and Science (IJRES)*, 8(1), 18-49. <https://doi.org/10.46328/ijres.2696>