A Structural Relationship Model of Communicative Competence

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Authors' contributions

This work was carried out in collaboration between both authors. Author ROM designed the study, conducted the gathering of data and wrote the protocol. Author ML guided the author ROM in writing the entire study all throughout. Both authors read and approved the final manuscript.

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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 instrument's design in analyzing 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: The stratified Random sampling technique was utilized using Raosoft Application to select the 1184 high school students. The instrument underwent pilot testing and obtained an average Cronbach alpha of .954. Consent forms were obtained from the 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 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 influence what he achieves

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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 confidence where students interact without fear or threat of failure and the importance of the classroom environment in developing communicative competence.

Conclusion: The results highlighted the influence of psychological characteristics on educational outcomes and underscored the importance of a trusting classroom environment for developing communicative abilities.

1. INTRODUCTION

Communicative competence is a big challenge in using fluent and appropriate communication the student must learn [1]. If addressed, this deficiency will help effective communication in listening skills, correct use of language in grammar, and language learning strategies [2]. If incorporated with role play, it allows students to have self-confidence and encouragement [3]. The failure of having communicative competence will cause weakness in communicative ability and accuracy in speech and language [4]. As a result, the student's generate less ideas, participate less in discussions [5].

It is essential to set the communicative competence at all levels because it responds to the performance of approaches, interaction, expression of attitude, adjustment of meaning, and use of language in significant life situations [6]. Because of language, coherent words give way to ways of formulating thoughts in communication [7]. Therefore, the importance of communicative competence is the development of all kinds of speech and cultural language skills in different situations, consistent with the experience, interest, and psychological learning of students in different stages in language, linguistic, and literary skills.

A study shows that the readiness to learn directly using different teaching methods of teaching teachers is considered a stimulating environment to develop the communicative competence of students [8]. Therefore, appropriate and correct language learning strategies must be used in teaching to understand, communicate and interpret grammatical ability in vocabulary, discourse ability, phonology, and language rules [9]. The exposure of students to more favorable learning environments produces more knowledge that contributes to their self-awareness and the understanding of language that must be systematic, with a deep understanding of communicative ability [10].

However, a local study has yet to be 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 believing that it would shed light on language learning and meet the challenges in achieving learning in students' communicative competence 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, no single theory is used; it combines many aspects of the theory of learning. Canale and Swain's [11] Communicative Competence theory emphasized the importance of communicative ability in language ability. It explains allowing people to listen, speak, read, write, and physically interact meaningfully [12]. In addition to this theory, grammatical ability is an essential part of any communication approach whose goals are to teach students how to determine and accurately express the meaning of utterances [13]. As discussed by Abdulrahman and Ayyash [14], he mentions the knowledge of social rules for the actual use of a language for daily interaction plays a vital role in addition to the knowledge of grammatical rules.

In [15] study, the Language Learning Strategies theory states that using 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 are involved in the development of their communicative ability in a free environment where students can interact freely together [16].

It is supported by self-directed learning readiness [17,18], where a student's direct learning readiness is considered from personal control and recognition of freedom related to each other's learning in meaningful communicative achievement. It also promoted autonomous learning [19], where students take responsibility for their advancements, developed their planning and prioritizing skills, improved self-decision, motivation, willingness, determination, interest to learn, heightened sense of accountability of their actions, allowed to understand their capabilities, and it was self-rewarding.

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 for the information one wants; 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 [20].

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 [15].

The learning environment contains the following indicators: evaluation is an emphasis on the skills and processes of inquiry and their use in problem solving and investigation; cooperation is essential 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 [21].

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 [1].

The relation of a conceptual structural model of communicative competence can be seen in Fig. 1.

Although there are studies mentioned above from various literature, there needs to be a 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 communicative competence, to increase the program and quality of education in the Philippines has intensified.

This study aimed to investigate the best-fit model of students' communicative competence. Specifically, the objectives were 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; the 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
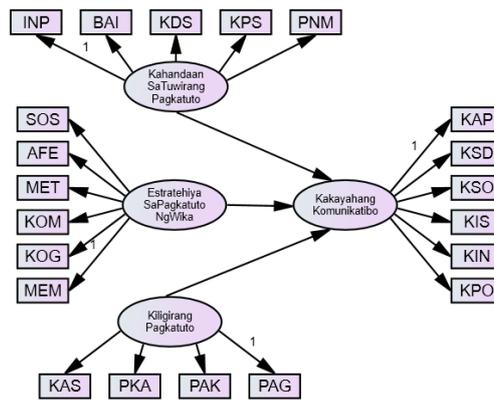
Fig. 1. Conceptual Model Showing the Direct Relationship of Latent Exogenous Variables

Legend:

IP-intensiyong pagkatoo	*KOM-kompensasyon*	*KAS-kasiyahan*
BSI-bukas ang isipan	*MET-meta-kognitib*	*KAP-kakayahang pangwika*
KNDSS-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-istratedyik na kakayahan*
MEM-memorya	*KOO-kooperasyon*	*KAI-kakayahang interaksyunal*
KGB-kognitib	*PKN-pagkamakatarungan*	*KS-kakayahang pormulaic*

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, and 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 the following: 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.

Every student must improve communicative competence because it is used in daily communication with local and global needs [22]. 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 using language in communication [23]. It will significantly help the students to make this study meaningful because the main focus of the study is their learning. It will help them better understand their communicative competence and increase their direct learning readiness, language learning strategies, and learning environment [24]. The teachers' inputs get a practical insight into the language learning strategy in what the teachers think and feel about their work. It also provides knowledge and information to examine the common issue that help them evaluate, redesign and implement relevant strategies and measures to help students learn more successfully [25].

The outcome of this study would 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, the results of the study would become basis to look at possible gaps worthy of exploring. The results would help regulations to foster a better work environment for teachers, which would eventually result in positive results in achieving the goals of the public academic sector.

2. MATERIAL AND METHODS

2.1 Research Design

This study used a quantitative causal research method using the appropriate Structural Equation Model because it was the most appropriate method to gather different types of quantitative data, thoughts, facts, and information related to the investigation of 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, the researchers observed the differences in the variables that were hypothesized to cause the change in other variables and then measured the changes in the other variables [26,27] and similarly, the method measured and described the statistical associations of variables with different scale levels [28].

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 strengthen the integrity and rigor of the research because the analysis 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 [26,29]. For a more extensive and meaningful interpretation and study of the data, the researchers used the following statistics: the mean was used to describe the level of readiness for direct learning, language learning strategies, learning environment, and communicative competence in Filipino; the standard deviation was 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 determined the significant predictor in the students' communicative competence. The Structural Estimation Model was used to obtain the best and most appropriate study model. The researchers separated the confirmatory factor analysis, regression, and complex path models from determining the model that best applies to the knowledge of communicative competence. Ullman and Bentler [28] said that SEM is used to determine the model that best fits communicative competence.

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

Chi-Square/Degree of Freedo(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 were important to develop the study. The researchers obeyed and complied all the criteria in conducting the study, following the assessment protocol and standardized criteria, especially in managing the population and data. Completed and arranged carefully the documents that were attached to the passing of the questionnaire and forms and also considered the ethics in the conducted study regarding the confidentiality of data, consent, and protection of participants for the study conducted.

2.2 Respondents

The study selected 1184 public senior high school students from different secondary schools of Region XI, enrolled during the second-semester academic year 2022-2023. The respondents were selected through stratified random sampling using the Raosoft application. Each respondent voluntarily agreed to participate. 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 purposes only.

2.3 Research Instrument

The research instrument underwent 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 [30]. 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 researchers followed these scale. The 4.20-5.00 mean interval had a descriptive level that is very high, with an equivalent interpretive assessment always shown. The mean interval of 3.40-4.19 means high, meaning 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 of 1.80-2.59 is low, 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 with 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 of very high, which 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 which indicates that students often demonstrate readiness for direct learning.

Meanwhile, in Berkeley's [31] study, it is recognized that direct learning requires individuals to interact with content and others, remove preconceived ideas, make connections between ideas, and develop new knowledge from their experience. Direct learning helps students and teachers effectively, especially by improving their communicative ability to help students engage in activities based on ideas about how people learn. Various active learning strategies can be used in these active learning designs. It can be noted that during the COVID 19 lock downs, [32] found that students got bored in their homes and demand a face-to-face set-up so that they could interact with others. It implies that students' direct learning does not mean being alone but it involves bond with other learners.

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

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

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

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

Another study also confirmed that language learning strategies such as cognitive, metacognitive and social strategies were needed to help students produce good writing. In the writing process, thinking carefully about the topics or themes is necessary. Topic sentences, supporting details, and conclusions must also be thought through. This process is called planning which belongs to the metacognitive strategy [33].

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

Table 3 describes the students' level of learning environment with an overall mean of 3.93 and a corresponding standard deviation of 0.53. Cooperation obtained a high mean which 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. Enjoyment with a mean of 3.94, with a corresponding standard deviation of 0.69. Lastly, Investigation had a mean of 3.77 and a corresponding standard deviation of 0.71.

The overall result of this table was high, which means that the students agreed with all the items, including cooperation, equity, cooperation, and investigation. It 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. Knowledge in this matter prevents teachers' and students' interest, as a result, hinders effective learning. The cooperation of each student in the group work that organizes the information provides a pleasant learning experience for the students [34].

Meanwhile, to reach the highest level of students' learning environment, the teacher builds positive relationships through communication and listening to suggestions of students. Promote class discussion and peer interaction, 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 Grade 11 Student at Senior High School

Table 4 shows the level of students' communicative competence with total mean of 3.83 and a corresponding standard deviation of 0.59, which was high. Additionally, indicator items were 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 a corresponding standard deviation of 0.69, sociocultural competence with a mean of 3.84 and 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.

According to Dudeja and Balda [35], having the ability to interact in learning strengthens self-confidence, positivity, and academic success. Also Hedin and Kann's [36] findings confirm that students' learning is affected by their ability to apply a wide range of learning strategies when faced with challenges.

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

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

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

Table 4. Level of communicative ability of 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

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 how the language is used by the linguistic community that uses it to meet and perform it according to his purpose. Using language correctly in appropriate situations so that communication can be smooth, the right message can be delivered, and the two talking people can fully understand each other. When it reaches this, this person possesses the communicative ability and not just linguistic or grammatical ability; therefore, he can be considered an effective communicator [37].

Having quality information suitable for different types of students' abilities leads to good academic performance, especially in communication. Implement strategies genuinely help in all aspects of the classroom or the modern classroom. Students' communication that aligns with their ability will result in fast academic learning.

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

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 was less than the .05 significance level. Hence, the hypothesis was rejected and conforms to the alternative hypothesis that there is a significant relationship between readiness in direct learning between students' communicative competence. This means that when students' readiness for direct learning was high, their communicative competence was also high.

The results of this table showed that there was a significant relationship between students' direct learning readiness and communicative competence. It means that when the readiness for direct learning is high, their communicative

competence was also high. It indicates that the readiness to learn directly has a vital 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. Communication success 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 need to be sufficiently improved on personal knowledge. Instead, it promotes language ability training programs that guide self-decisions using knowledge and skills properly in various practical situations. It helps students to select information and ideas needed in a particular situation, integrate formal and informal messages that occur in the situation, and create new knowledge that can be applied to the acquired knowledge from the teacher. Therefore, students play active participation roles in learning. At the same time, teachers act as facilitators of communicative competence to motivate students and help them acquire the strategies needed for readiness. of direct learning [38].

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

Table 5B 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 was lower at the .05 level of significance. Hence, the hypothesis was rejected and conformed to the alternative hypothesis that there was a significant relationship between language learning strategy and communicative competence.

The language learning strategy was found to have a significant relationship with the student's communicative competence. It simply means that the language learning strategy indicators of memory, compensation, meta-cognitive, affective, and social have an essential role in the student's communicative competence. A positive learning environment is related to teachers' interpersonal skills to create good relationships with their 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 had 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 an r-value of .297 and p-value of .000 (significant), Interactional competence with an 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 had a significant relationship with students' linguistic competence, with an r-value of .404 and a p-value of .000 (significant). In addition, memory had 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 an r-value of .297 and p-value of .000 (significant), Interactional competence with an 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 significantly correlated with communicative competence, with an r-value of .541 and a p-value of .000 (significant). Cognitive had a significant correlation with linguistic competence with an r-value of .522 and p-value of .000 (significant), discourse competence with an r-value of .485 and p-value of .000 (significant), sociocultural competence with an r-value of .479 and p-value of .000, Strategic competence with an r-value of .390 and p-value of .000. Interaction ability with an r-value of .440 and p-value of .000 (significant) and formulaic ability with an r-value of .414 and p-value which is .000 (significant).

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

Table 5A. 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**	.326**	.325**	.316**	.381**	.267**	.386**
	.000	.000	.000	.000	.000	.000	.000
BAI	.247**	.231**	.224**	.232**	.322**	.185**	.283**
	.000	.000	.000	.000	.000	.000	.000
KOS	.380**	.368**	.384**	.349**	.393**	.289**	.427**
	.000	.000	.000	.000	.000	.000	.000
KPS	.381**	.345**	.335**	.318**	.393**	.285**	.406**
	.000	.000	.000	.000	.000	.000	.000
PNM	.247**	.229**	.253**	.218**	.314**	.233**	.294**
	.000	.000	.000	.000	.000	.000	.000
Total	.389**	.364**	.370**	.347**	.440**	.307**	.437**
	.000	.000	.000	.000	.000	.000	.000

Legend:

INP- Learning intention   KAP- Language competence
BAI- open-minded   KSD-- Discourse competence
KOS- characteristics of self-discipline   KSO- Sociocultural competence
KPS- Self-management characteristics   KIS- Strategic competence
PNM- desire to Learn   KIN- ability Interaction
KPO- formulaic competence

Table 5B. 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**	.365**	.367**	.297**	.360**	.263**	.406**
	.000	.000	.000	.000	.000	.000	.000
Cognitive	.522**	.485**	.479**	.390**	.440**	.414**	.541**
	.000	.000	.000	.000	.000	.000	.000
Compensation	.409**	.414**	.406**	.377**	.432**	.341**	.470**
	.000	.000	.000	.000	.000	.000	.000
Meta-cognitive	.554**	.529**	.508**	.456**	.487**	.405**	.581**
	.000	.000	.000	.000	.000	.000	.000
Affective	.502**	.462**	.476**	.426**	.453**	.358**	.530**
	.000	.000	.000	.000	.000	.000	.000
Social	.507**	.503**	.518**	.447**	.511**	.449**	.581**
	.000	.000	.000	.000	.000	.000	.000
Total	.619**	.589**	.588**	.512**	.573**	.477**	.664**
	.000	.000	.000	.000	.000	.000	.000

Legend:

KAP- Language competence   KIS- Strategic competence
KSD-- Discourse competence   KIN- Interaction competence
KSO- Sociocultural competence   KPO- formulaic competence

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

Affectivity had 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 had a significant correlation with communicative competence: linguistic competence with an r-value of .502 and p-value of .000 (significant), discourse ability with an r-value of .462 and p-value of .000 (significant), sociocultural competence with an r-value of .476 and p-value of .000. Strategic competence with an r-value of .426 and p-value of .000. Interaction competence with an r-value of .453 and p-value of .000 (significant) and formulaic competence with an r-value of .358 and p-value of .000. (significant).

Social had 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 had a significant correlation with communicative competence: linguistic competence with an r-value of .507 and p-value of .000 (significant), discourse competence with an r-value of .503 and p-value of .000 (significant), sociocultural competence with an r-value of .518 and p-value of .000. Strategic competence with an r-value of .447 and p-value of .000, Interaction competence with an r-value of .551 and p-value of .000 (significant) and formulaic competence with an r-value of .449 and p-value of .000 (significant).

According to the study by Yao [39], Chinese students' academic success in Spanish as a Foreign Language is greatly influenced by their language learning methods and styles. In addition, Alrabai [40] 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 5C 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 was less than. 05 significance level. Hence, the hypothesis was rejected and conformed to the alternative hypothesis that a significant relationship existed between the learning environment and students' communicative ability.

The results of this table showed that there was a significant relationship between students' learning environment and communicative competence. Their communicative ability was also high when the learning environment was high. It indicates that the learning environment had a vital role in the ability of students to communicate competence, specifically in their linguistic, discourse, sociocultural, strategic, interactional, and formal competence. The success of a communicative was 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 and teaches their intention to learn grammar [41]. Therefore, it was consistent with Canale and Swain's model of communicative competence related to

Table 5C. 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**	.571**	.555**	.518**	.561**	.427**	.640**
	.000	.000	.000	.000	.000	.000	.000
Cooperation	.447**	.450**	.439**	.406**	.515**	.418**	.528**
	.000	.000	.000	.000	.000	.000	.000
Fairness	.494**	.495**	.476**	.426**	.550**	.407**	.562**
	.000	.000	.000	.000	.000	.000	.000
Pleasure	.553**	.525**	.445**	.389**	.475**	.372**	.544**
	.000	.000	.000	.000	.000	.000	.000
Total	.656**	.636**	.596**	.542**	.652**	.504**	.708**
	.000	.000	.000	.000	.000	.000	.000

the classroom context with grammatical, sociolinguistic, discourse, and strategic perspectives, which allowed 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 [42].

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 had a significant influence on the communicative competence of the students. In contrast, the readiness for direct learning had no significant relationship with the student's communicative competence in senior high school. It revealed that F-value equals 458.668, the R-value of .734 and R2 .538, and the p-value of .000, which was more than the .05 level of significance.

In further analysis, details in the results pointed to the student's 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 et al. [43] 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 was also similar to the study of Örs [44], the students are not ready to engage in direct learning readiness when they do not have the freedom to learn on their own, lack control and responsibility for their 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

This research aimed to identify the most appropriate model that represents variables as predictors of communicative ability. The proposed model framework in Table 1 needed to be modified to meet the goodness of fit measures requirements. The five models developed in this study were summarized in Table 7.

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	*B*	β	*t*	*Sig.*
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^2	.538			
ΔR	.537			
F	458.661			
ρ	.000			

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
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   NFI –Normed Fit Index
      GFI   – Goodness of Fit Index   TLI- Tucker-Lewis Index
    RMSEA –   Root Mean Square of Error Approximation   CFI- Comparative Fit Index
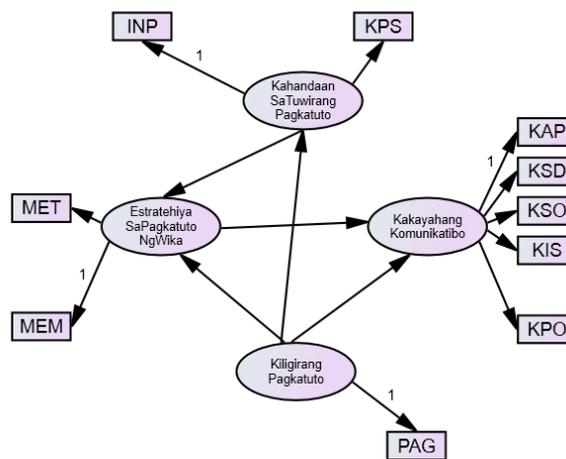
Fig. 2. KPO-ability formulaic

Legend:
INP-intentional learning   KAP- language ability
KPS-self-management skills   KSD-discourse skills
MET- meta-cognitive   KSO-sociocultural competence
MEM-memory   KIS-strategic ability Justification

Model 5 analysis as shown using the 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 indicates that the model that generated 5 is a perfect model fit.

All indices need to be within the acceptable ranges to determine the most appropriate model. The chi-square value/degrees of freedom must be less than 5 with a p-value greater than 0.05.

The root mean square error approximation value need to 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.

3.10 Best Fit Model on Communicative Competence

Five alternative models were tested to achieve the best-fit model of students' communicative competence. Each model forms a structure divided into two sub-models: the measurement and structural models. 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 model acceptance and rejection

baseline. As a rule, the researcher establishes the causal relationship of the latent variable to different latent variables.

Furthermore, it established a relationship between endogenous and exogenous variables. When a structural model exhibited adequate fit, the empirical relationships between the variables proposed by the model were consistent. Five hypothesized models were developed and tested in this study. Screening variables were 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 were represented by arrows from a predictor variable depicted on the right side to the left side where the dependent variables were, without passing through one another variable.

4. CONCLUSION

This study provides valuable insights into the relationship between direct learning readiness, language learning strategies, learning environment, and communicative ability among senior high school students. The findings indicate that students demonstrate a high level of readiness in these areas, suggesting their preparedness for effective language learning and communication. The significant relationship identified between the variables emphasizes the interconnectedness of direct learning readiness, language learning strategies, learning environment, and communicative ability. This highlights the importance of considering these factors holistically when designing instructional approaches and creating supportive learning environments. Educators and policymakers can use this information to enhance students' communicative competence through tailored strategies and conducive classroom atmospheres.

The identification of model 5 as the most appropriate model further contributes to our understanding of the relationships among these variables. Researchers can build upon this model in future investigations to gain deeper insights into the factors that influence communicative ability among high school students. Furthermore, the study's alignment with Reynolds & Walberg's Theory of Academic Achievement underscores the significance of considering psychological characteristics and student approach in educational outcomes. This calls for educators to recognize and accommodate students' individual

differences, thereby fostering a positive learning experience and maximizing their communicative abilities Finally, the emphasis on the classroom environment in Canale's theory highlights the critical role of a trusting and supportive atmosphere in language learning. Creating a safe space where students can freely interact and express themselves without fear of failure is essential for developing their communicative competence.

Overall, this study highlights the importance of readiness, learning strategies, environment, and psychological characteristics in promoting communicative ability among senior high school students. By understanding and addressing these factors, educators can facilitate effective language learning and communication, ultimately benefiting the students' overall academic achievement and personal development.

5. RECOMMENDATION

Based on the study's results, the researcher proposed the following recommendation.

The overall results showed a high level of readiness in direct learning and the three indicators. Although high, it still has yet to reach the highest level. So, it is still suggested that teachers provide collaborative work, such as group work, where each student is responsible. 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 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 has yet to reach the highest level, it is suggested to have skills in different types of writing, such as writing poetry, essays, or songs, to cultivate their abilities further and have feedback about it. Publish the selected sound output in the school newspaper to encourage them to write. Continue to monitor, and guide their work and make them feel how important their work is 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 student's communicative ability, but it still needed to 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 in correcting grammatical errors. It is also essential to correctly proofread compositions to correct grammatical errors. Different teaching methods and strategies are 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 saying bighas, poetry, and spoken poetry because it helps to cultivate the communicative competence of students. Finally, conducting a study related to the communicative ability to determine the most influential predictor here and be the basis of the next researcher.

ETHICAL APPROVAL AND CONSENT

Permission and consent forms from their parents were also secured. Once the papers were submitted for approval, the researchers were given a Certificate of Approval with UMERC Protocol No. UMERC-2023-004.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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