



## The Mediating Effect of Student Understanding in Filipino Subject in the Relationship Between Learning Experience and Communicative Skills

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### ABSTRACT

This research aims to investigate the mediating effect of students' level of understanding in Filipino in the relationship between learning experiences and communicative skills. This is a non-experimental quantitative study that employed correlation and mediation research design. Data were collected through a face-to-face survey of 465 students at a public secondary school in the division of Bukidnon. Respondents were selected using stratified random sampling. The statistical tools used were mean, Pearson  $r$ , and Medgraph Sobel  $z$ -test, utilizing a validated, adapted, and modified questionnaire. The findings revealed that learning experiences scored a high level, as did the dependent variable, communicative skills, and the mediating variable, students' understanding of Filipino subjects. It was also found that there is a significant relationship between learning experiences and communicative skills, learning experiences and students' understanding in Filipino, and students' understanding and communicative skills. It was found that students' understanding of Filipino has a partial mediating effect on the relationship between students' learning experiences and communicative skills. Hence, there should be a focus on developing communicative skills at present for meaningful learning using the language in the social context.

### INTRODUCTION

Despite the emphasis on language learning in education system of the Philippines, many students still experienced difficulties in developing their communicative skills in the Filipino subject. The study of Dragon (2023) highlighted that one of the problems is the development of communicative competence in achieving communicative skills in using the Filipino language, rather than merely providing knowledge about the language. One observation in such situations is that learning the language and being able to express it both verbally and written is not enough: students must also understand and use the language correctly and appropriately (Bautista & Del Valle, 2023). Therefore, this study is important because it focuses on the communicative skills of students in Filipino, using language in the current context appropriately and in accordance with social situations.

Shubhda (2020) asserted that greater attention must be given to the development of students' communicative skills at present. This includes understanding why and how to cultivate the communicative skills of students in Filipino so they can use the language effectively and correctly (Misa, 2021). Furthermore, the proper advancement of language concepts in the classroom positively affects student's ability to communicate (Marasigan, *et al.*, 2019). In the study of Bakar *et al.* (2019), suggested that communicative learning activities, such as language-based and project-based learning activities, significantly enhance and develop communicative skills. Several studies have been conducted on the relationship between learning experiences and communicative skills in the context of language learning. It was found that certain types of learning experiences, such as speaking

practice and teacher feedback, are positively associated with communicative skills among Japanese EFL students (Mueller & Walzem, 2020).

The study of Tamang & Oliva (2022) affirmed that learning experiences influence the development of students in Filipino language skills to some extent, as students use their communication abilities in various activities based on the knowledge acquired during the teaching and learning process in the classroom. Considering the learning experiences of students who prioritize communication can help them develop their communication skills, which may enhance their academic performance and prepare them for personal and professional success. In the learning experiences of the student, it plays a crucial role in their understanding of the subject. This perspective is supported by Dipolog (2022), who found that having a positive attitude towards their studies and a positive experience in the subject contributes to a favorable mental understanding of the subject, which in turn aids students in achieving language skills and learning.

In achieving language proficiency, an individual's understanding of how to use the language within its sociolinguistic context plays a significant role in the deeper learning of students (Avila, 2023). It is also evident that a student's understanding impacts the development of their language skills. Furthermore, a positive and good understanding of the subject is related to the development of student's communicative skills. This relationship was confirmed by Avanceña & Oliva (2022), which found that classroom learning based on understanding Filipino is significantly related to the development of students' communicative skills, as well as

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their learning environment.

To improve students' communicative skills, Communicative Language Teaching is highly recommended (Armnaszi & Alakrash, 2021). Positive and active learning experiences play a significant role in students' learning. Through interactions, students enhance their language skills by listening to or reading authentic linguistic materials, or by engaging with their peers' outputs in discussions, problem-solving activities, or conversations (Ali *et al.*, 2020). However, many studies address the development of students' communicative skills and factors affecting their learning. According to Misa (2021), despite the published literature, there is still a lack of clarity regarding the factors that influence and impact the development of communicative skills in Filipino subject among students. Many factors can still be studied and researched to further develop students' communicative skills, aside from focusing on grammatical skills in Filipino. Furthermore, Bautista & Del Valle (2023) mentioned that the scope of developing communicative skills is broad, especially considering that students who have gone through the pandemic have gaps in their attainment of skills, particularly in communicative skills using the language. Thus, the researchers aim to expand and address the gaps in previous studies by exploring the impact of students' understanding in Filipino in the relationship between learning experiences and communicative skills of the students. The researchers are optimistic about identifying the factors affecting this area and using these research variables to further improve the attainment of communicative skills in Filipino.

The main objective of this study is to determine the mediating effect of students level of understanding in Filipino in the relationship between learning experiences and communicative skills. Specifically, to determine the level of learning experiences in terms of positive learning experiences, teacher support in learning, and active learning experiences. To determine the level of communicative skills in terms of linguistic competence/vocabulary, linguistic competence/grammar, verbal discourse competence, written discourse competence, actional competence, socio-cultural competence, and strategic competence. To measure the level of students' understanding in Filipino. Determine the significant relationship between learning experiences and level of understanding in Filipino, level of understanding in Filipino and communicative skills, and learning experiences and communicative skills. Determine the mediating effect of the level of understanding in Filipino in the relationship between learning experiences and communicative skills.

## LITERATURE REVIEW

The anchored theory in this research is based on Hymes' theory of Communicative Competence by Dell Hathaway Hymes (1971), which refers to the appropriate use of sentences according to the demands of a social interaction. This belief is related to the development of

students' communicative skills, where consideration of the appropriate use of language in various social context is essential (Lillis & Brown, 2006; Morite, *et al.*, 2023). This theory is applied to the study as it focuses on the development of communicative skills among grade 10 students in public schools in Filipino. The theory that supports this study is the communicative competence perspective by Canale & Swain (1980), which posits that communicative competence requires four components: grammatical (the ability to create appropriate and accurate grammatical rules in speech); scio-linguistic (the ability to speak using language appropriate to the social context and situation); discourse (the ability to use oral and written language meaningfully); and strategic (the ability to use verbal and non-verbal cues to convey messages more clearly) (Canale & Swain, 1980). In addition, Social Cognitive Theory of Albert Bandura (1986) also supports this study which explains that a person's behavior is influenced by their own environment. The influence of people around an individual serves as a model that they imitate. This also explains that people learn based on their expectations, abilities, and previous experiences. The environment and interactions involved are part of this learning process. This theory, also known as observational learning, focuses on how a person learns through observation and imitation. It emphasizes the dynamic interaction between personal factors, their behavior, and their environment. The theory highlights how individual experiences, the actions of others, and environment factors affect individual behavior. And Lev Vygotsky's (1962) Social Constructivism Theory states that individuals are active participants in creating their own knowledge. This perspective holds that learning occurs through social interaction and with the help of others, often within a group. Bereiter (1994) study also explains that a person's learning is based on their observations and scientific study. It suggests that people construct their own understanding and knowledge of the world through experiences and reflection on those experience.

The above-mentioned theory anchors the study by explaining how students' of understanding, shaped by their learning experiences, affects and mediates the development of communicative skills in Filipino. It serves as the foundation for achieving and creating meaningful outcomes.

Understanding and learning of students are often interconnected. Recent studies addressing successful and effective teaching and learning highlight factors to consider, such as environmental conditions, diversity in learning activities, opportunities for student participation, and feedback and correction (Ariaso, 2020). Previous research supports that active student participation or interaction in classroom activities enhances communicative skills in Filipino, aside from the teacher's strategies and pedagogical methods (Lesiana *et al.*, 2024; Gacasan & Oliva, 2022).

Moreover, when students have positive learning experiences and reinforcement, their understanding of the

material can increase and improve their overall academic performance. Additionally, it has been asserted that when students have a good understanding of the material and positive learning experiences and reinforcement, it can lead to more positive learning experiences and higher engagement in class. One factor to consider is whether the subject matter is engaging to the students: if it intellectually stimulates them, is well-taught, and so on (Appleton *et al.*, 2008; Nero *et al.*, 2018). These findings aligned with Ocayo & Mirandilla (2022), revealed that preferences in learning result in improved conceptual understanding when learning activities promote numerical and adjectival improvements, stimulating various senses of students. Language or other subject lessons are more engaging and effective when there is a variety of activities used by the teacher (Ariaso, 2020). Therefore, students' understanding of the subject in terms of awareness serves as the foundation for studying Filipino.

Communicative skills are significantly impacted by learning experiences (Mahmoodzadeh & Khajavy, 2019). A student's ability to communicate or interact also benefits from effective language concept development in the classroom (Tiwari, 2021). Implementing a structured teaching and learning flow has proven to be more meaningful. The current study shows that learning experiences influence the development of communicative skills in Filipino to some extent, as students use their communicative skills in various activities based on the knowledge acquired during the teaching and learning process in the classroom (Tamang & Oliva, 2022). However, integrating learning experiences that prioritize communication can help students develop their communication skills, potentially enhancing their academic performance and preparing them for success in their personal and professional lives. Additionally, it was claimed that language-based and project-based learning activities significantly improve and develop communication skills (Bakar *et al.*, 2019). Several studies have investigated the relationship between learning experiences and communicative skills in language learning contexts. Marchiori & McLean (2022) found that certain types of learning experiences, such as speaking practice and teacher feedback, are positively related to communication skills and providing opportunities for students.

Many studies shed light on achieving communicative competence, which is always a goal in language classrooms where communicative skills are developed through the use of language in real situations. To attain proficiency in language, it is necessary to use the language daily to become skilled in actual communication (Napil & Franca, 2022). Additionally, Mortera *et al.* (2016) and Zhang (2020) confirmed that communicative skills can be developed through language practice through communication activities, using various methods such as enhancing persuasive skills, communication tasks, and fluency practice. It is important to note the relationship between students learning experiences and its understanding is a complex and has many aspects,

emphasizing the importance of a supportive learning environment. To enhance skills in communication, it is crucial to address various challenges such as limited to exposure, cultural barriers, language anxiety, insufficient resources, and ineffective teaching methods.

The study contributes not only to the Philippines but the global aspects, as it contributes to the field of education in line with the Sustainable Development Goals (SDGs), specifically the fourth goal, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Halkos & Gkapoura, 2021). This study presents methods for providing recommendations to teachers, educational institutions, and education policy makers for improving language teaching and communicative skills among students. In this way, this research may help enhance the quality of education worldwide, particularly in developing communicative skills in language. It can also serve as a bridge and guide in education by identifying and addressing needs, discovering challenges, and exploring capabilities. Moreover, implementing training in teaching and learning can yield positive and effective results. For teachers and students, this research also serve as a foundation for future researchers as a reference for further exploration and expansion of other variables not included in the study. Additionally, it serves as a guide to discover other relevant variables.

## MATERIALS AND METHODS

This section presents various methodologies in the study, including research respondents, materials and instrument, and design and procedures.

### Research Respondents

The respondents in this study were Grade 10 students. The total sample size is 465 students from the total population. It was conducted in the Division of Bukidnon particularly in Kitaotao, Maramag, and Quezon. The Raosoft sampling calculator was used to get the desired respondents, focusing on their demographic criteria (Szarka & Biljecki, 2022). This application was deemed useful by the researchers for determining the sample size (Memon *et al.*, 2020) with a confidence level of 99% and a margin of errors of 5%. The researchers employed a stratified random sampling technique. The survey was completed by 465 grade 10 students enrolled in school year 2023-2024.

### Materials and Instrument

This study employed the use of survey questionnaire and divided into three parts. First, the questionnaire about learning experiences adapted from Kong Chit-Kwong's study consists of 15 items. It has three indicators: positive learning experiences, teacher support in learning, and active learning experiences. Aimed at determining the learning experiences of students in the Filipino subject. In the pilot testing conducted, Chronbach's alpha of 7.93 was obtained, indicating that the questionnaire

is acceptable since it is higher than 0.70, providing confidence in its use for data collection. Second, the questionnaire about communicative competence of students, adapted from the study of Juhasz (2015) as translated by Tamang & Oliva (2022). This questionnaire has seven indicators: linguistic competence/vocabulary, linguistic competence/grammar, verbal discourse competence, written discourse competence, actional competence, socio-cultural competence, and strategic competence and consists of 24 items. This aim to assess the communicative skills of students in Filipino. In the pilot testing, a Chronbach's alpha of .871 was obtained, interpreted as 'Good', confirming the acceptable quality of the questionnaire. Lastly, the questionnaire about students understanding of Filipino subjects, was adapted from the study of Nero *et al.* (2018) with ten items. Its aim is to determine the understanding of students regarding this subject. The Chronbach's alpha obtained was .886, interpreted as 'Good' reinforcing that it is also acceptable. These three questionnaire underwent validation by internal and external experts, resulting in an overall mean score of 4.7, indicating that their quality is excellent.

### Design and Procedures

The study employed a non-experimental quantitative design in which the variables were not manipulated and the learning environment was uncontrolled. A descriptive-correlational approach was used to collect data relevant to the research. Additionally, the study utilized a mediation model to analyzed the relationships between the variables (Coutts *et al.*, 2019). The use of mediation in research allows researchers to explore the mechanisms that link independent and dependent variables. Through mediation analysis, it is possible to examine how or why one variable influences another through a third variable, known as a mediator. This is particularly important in studies with complex relationships, where the connection between variables is not directly clear (Baron & Kenny (1986).

As part of the research review and ethics committee standards, a letter was provided to request permission for the actual data collection from the target respondents of the study to the Schools Division Superintendent. After receiving the endorsement form the Schools Division Superintendent, it was submitted to the school principal along with the letter requesting permission for the researchers to conduct the study. The researchers provided an Informed Consent and Assent Form

signed by their parents for the freedom to participate as respondents in the study. In consideration of this process, the researchers personally visited the mentioned schools to conduct the survey. The collected data were organized and analyzed using statistical treatment.

For the interpretation of the data, the Mean was used to determine the level of learning experiences, communicative skills, and understanding in Filipino subject to address objectives 1, 2, 3. The Pearson Product Moment Correlation (Pearson  $r$ ) was used to ascertain whether the relationship between learning experiences, communicative skills, and students understanding in Filipino subject was statistically significant. Additionally, the Medgraph Sobel z-test was utilized to determine if there was a significant mediating effect of understanding in Filipino subject on the relationship between learning experiences and communicative skills of the students.

This study undergo validation with the University of Mindanao Ethics Review Committee (UMERC) under protocol number UMERC-2024-122. The researchers fully considered ethical standards in conducting the study in accordance with ethical considerations. Additionally, the ethical standards for conducting the study included the required forms and documents as per the recommendations and approvals of the committee. This encompassed voluntary participation, privacy and confidentiality of the data, providing the informed consent form and assent form, honesty in presenting the data without any claims, proper procedures for selecting respondents, and obtaining permission from all parties involved in the study.

## RESULTS AND DISCUSSION

### Learning Experiences

Table 1 shows the level of learning experiences of students in Filipino subjects. This variable obtained a mean score of 3.98 and a standard deviation of 0.52, with a descriptive level of High. This indicates that the respondents agree with the reported learning experiences. Among the three indicators, active learning experiences had the lowest mean score of 3.98 and a standard deviation of 0.52. Meanwhile, the teacher support in learning indicator achieved the highest mean score of 4.40 and a standard deviation of 0.63, with a descriptive level of Very High. Nevertheless, all indicators fall within the High descriptive level.

**Table 1:** Level of Learning Experiences

Indicators	SD	Mean	Descriptive Level
Positive Learning Experiences	0.64	4.06	High
Teacher Support in Learning	0.63	4.40	Very High
Active Learning Experiences	0.74	3.49	High
<b>Overall</b>	<b>0.52</b>	<b>3.98</b>	<b>High</b>

The results indicates that teacher support plays a significant role in student learning. This includes providing various methods to improve learning, helping

students set learning goals, offering suggestions for their development, encouraging their way in learning, and praising their performance. This suggests that

respondents frequently engage in group discussions in class, based on the indicator active learning experiences. They also often participate in role playing and group games. However, respondents report a moderate level of experience with field trips (e.g., public libraries, museums) and using computers for researching information. This finding is supported by the study of Tu & Chen (2019), which emphasizes the importance of teacher support in learning activities, particularly concerning student performance. Data from An *et al.* (2022) also confirm that teacher support enhances participation and motivation in learning activities. Thus, engaging students in active learning experiences helps develop higher-order thinking skills such as analysis, synthesis, and evaluation through various learning activities (Chaw, 2019).

### Communicative Skills in Filipino

Table 2 presents the level of communicative skills in Filipino of the respondents. It shows that this variable has an overall mean score of 4.32, with a standard deviation of 0.48, indicating a Very High descriptive level. This suggests that students possess communicative skills in Filipino. Among the seven indicators - the grammar indicator has the highest mean score of 4.53, with a standard deviation of 0.60, representing the very high descriptive level. In contrast, the socio-cultural competence indicator has the lowest mean score of 4.05, with a standard deviation of 0.65, which still falls under the high descriptive level.

**Table 2:** Level of Communicative Skills in Filipino

Indicators	SD	Mean	Descriptive Level
Vocabulary	0.61	4.47	Very High
Grammar	0.60	4.53	Very High
Verbal Discourse Competence	0.67	4.18	High
Written Discourse Competence	0.65	4.42	Very High
Actional Competence	0.66	4.23	Very High
Socio-Cultural Competence	0.65	4.16	High
Strategic Competence	0.73	4.22	Very High
<b>Overall</b>	<b>0.48</b>	<b>4.32</b>	<b>Very High</b>

This result indicates a high level of communicative skills in Filipino among respondents, particularly in valuing grammar usage in speaking, correct sentence structures, and grammatical practice. However, the socio-cultural competence, which has the lowest level among the indicators, should be emphasized for achieving communicative skills. This includes focusing on making students' learning useful in both formal and informal styles, recognizing different Filipino dialects, using appropriate registers in various situations, understanding colloquial language in classroom contexts, and employing expressions not appear in textbooks. Despite this, the socio-cultural indicator still reflects a high level.

These findings are supported by Praise *et al.* (2015) and Putra *et al.* (2021), which highlight that teaching language through communication strengthens skills through grammar practice, which is essential for understanding and applying language rules and deepening comprehension

of messages meanings and purposes. Bordeos *et al.* (2023) noted the importance of communication skills that hold a significant impact in various aspects of one's lives. Moreover, Kulaeva & Kulaev (2023) emphasize on grammatical skills in speaking, writing, reading, and listening. However, Kakita *et al.* (2020) focused on socio-cultural factors, emphasizing that they drive speaking abilities by ensuring a supportive social and cultural context, which helps students gain confidence in their expression.

### Understanding in Filipino Subject

Table 3 presents the descriptive statistics of understanding in Filipino subject. The overall mean score is 4.36, with a standard deviation of 0.58, indicating a descriptive level of very high. This suggests that the respondents have a strong understanding in the Filipino subject.

**Table 3:** Level of Understanding in Filipino Subject

Items	SD	Mean	Descriptive Level
Sa pangkalahatan, nakapagpapasigla sa katalinuhan ang asignaturang Filipino.	0.85	4.26	Very High
Sa kabuuan, maayos ang pagkauugnay ng asignaturang Filipino.	0.77	4.42	Very High
Sa pangkalahatan, ang asignaturang Filipino ay suportado ng mga kapaki-pakinabang na mapagkukunan sa pagkatuto.	0.80	4.46	Very High
Sa pangkalahatan, ang asignaturang Filipino ay naituro nang mabuti.	0.73	4.56	Very High
Sa pagtuon ko sa sariling pag-aaral sa asignaturang Filipino, kailangan kong magtrabaho na may mataas na pamantayan.	0.92	4.07	High

Sa pagtuon ko sa sariling pag-aaral sa asignaturang Filipino, nakita kong kapaki-pakinabang ang mga gawain sa pagtatasa sa paggabay sa aking pag-aaral.	0.87	4.44	Very High
Sa pagtuon ko sa sariling pag-aaral sa asignaturang Filipino, nakatanggap ako ng mahalagang puna sa aking pag-unlad.	0.87	4.31	Very High
Sa pagtuon ko sa sariling pag-aaral sa asignaturang Filipino, natutunan ko ang mga bagong ideya, diskarte, at/o kasanayan.	0.81	4.48	Very High
Sa pagtutok sa sarili kong pag-aaral sa asignaturang Filipino, natutunan kong ilapat ang kaalaman sa pagsasanay.	0.82	4.42	Very High
Sa pagtuon ko sa sariling pag-aaral sa asignaturang Filipino, naging bahagi ako ng grupong nakatuon sa pag-aaral.	1.02	4.18	High
<b>Overall</b>	<b>0.58</b>	<b>4.36</b>	<b>Very High</b>

This indicates that the respondents have a high level of understanding in Filipino subject. The indicator with the highest level is “Overall, Filipino subject has been well-taught”, which has mean score of 4.56 and a standard deviation of 0.73, reflecting the very high descriptive level. On the other hand, the indicator, “Focusing on my own learning in Filipino subject, I have been required to work at a high standard” has the lowest mean score of 4.07 and standard deviation of 0.92, indicating a high descriptive level.

The results show that all items rated high. It appears that Filipino subject is well-taught, students learn new ideas, techniques, and/or skills, supported by useful learning resources, and find assessment activities beneficial for

guiding their personal learning. The connection with the Filipino subject is well-established, students have a positive understanding of the subject, receive valuable feedback on their progress, feel that the subject stimulates their intelligence, feel part of a group focused on learning, and understand the importance of working to high standards. Cebelleros (2024) recommends to provide students a wide opportunities to participate in meaningful activities and relevant learning environments by creating stimulating and engaging experiences that promote active learning.

#### Relationship between Students Learning Experiences and Understanding in Filipino Subject

**Table 4:** Relationship between Students Learning Experiences and Understanding in Filipino Subject

Learning Experiences	Understanding in Filipino Subject
Positive Learning Experiences	.602**
Teacher Support in Learning	.450**
Active Learning Experience	.396**
<b>Overall</b>	<b>.632**</b>

Table 4 shows the significant relationship between learning experiences and understanding in Filipino subject. The overall r-value of .632 and a p-value less than 0.05 suggest that there is a significant relationships with understanding in Filipino subject, with r-values of .602, .450, and .396, respectively.

It can be inferred that learning experiences, based on

positive learning experiences, teacher support in learning, and active learning experiences, is significantly related to understanding in Filipino subject, with an overall p-value of .632, which is less than 0.05.

#### Relationship between Understanding in Filipino Subject and Communicative Skills

**Table 5:** Relationship between Understanding in Filipino Subject and Communicative Skills

Understanding in Filipino Subject	Communicative Skills							Overall
	BOK	GRA	PDN	PDK	KAA	KAS	MAK	
	.495**	.642**	.564**	.579**	.552**	.579**	.499**	.757**

Legend:

BOK- *Bokabularyo*

GRA-*Gramatika*

PDN- *Pasalitang Diskurso na Kakayaban*

PDK- *Pasulat na Diskursong Kakayaban*

KAA- *Kakayabang Aksiyonal*

KSK- *Kakayabang Sosyo Kultural*

MAK- *Mastratehikong Kakayaban*

Table 5 shows the results indicating a significant relationship between understanding in Filipino subject and the students’ communicative skills. The overall r-value of .757 and a p-value less than 0.05 that is significant

relationship between these two variables. The indicators of communicative skills - vocabulary, grammar, Verbal Discourse Competence, written discourse competence, actional competence, socio-cultural competence, and



Table 7 displays the findings from the analysis of the strength of correlation between the independent and dependent variables, namely learning experiences and communicative skills (path c) as the first step, with an r-value of .590 and a p-value less than 0.05, indicating a significant relationship between learning experiences and communicative skills. Meanwhile, the independent variable and mediator variable, learning experiences and understanding in Filipino subject (path a) as the

second step, have an r-value of .632 and a p-value less than 0.05, indicating a significant relationship between learning experiences and understanding in Filipino subject. Similarly, the mediator and dependent variable, understanding in Filipino subject and communicative skills (path b) as the third step, have an r-value of .639 and a p-value less than 0.05, indicating a significant relationship between understanding in Filipino subject and communicative skills.

**Table 8:** Results of statistical analysis on presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
Learning Experiences → Understanding in Filipino Subject → Communicative Skills	12.089932	<0.05	Partial mediation

\* p<0.05

As shown in the table 8 the statistical analysis results of the mediating effect of understanding in Filipino subject on the relationship between learning experiences and communicative skills. It reveals that there is a partial mediation, as the impact was found to be significant at the level of p<0.05. Furthermore, the presence of partial mediation does not diminish the relationship; rather, it strengthens the connection between the independent and dependent variables (learning experiences and communicative skills). The positive Sobel z-test value of 12.09, with a significant level of 0.05, indicates that understanding in Filipino subject enhances rather than diminishes the effect of learning experiences on communicative skills.

### CONCLUSIONS

In summary, the research findings indicate that learning experiences achieved a high level. Conversely, the communicative skills also attained a high level. Additionally, the mediating variable the students understanding in Filipino subject achieved the very high level. It was also found that there is a significant relationship among them. There is a significant relationship between respondents learning experiences and understanding in Filipino subject, as well as understanding in Filipino subject and communicative skills, and learning experiences and communicative skills. It was also proven that there is a partial mediation among the variables. The results support the theory anchored in this research, specifically Hyme’s Theory of Communicative Competence by Dell Hathaway Hymes (1971), which emphasizes the importance of communicative skills in using language effectively and appropriately in social communication and various social contexts. The approach used in the study supports the findings that students’ understanding, based on their learning experiences, plays a crucial role in the development of their communicative skills in Filipino. Thus, the researchers recommends the following:  
The high level of learning experiences suggests that teachers should continue and strive to maintain their support for classroom activities, performance, and

providing ways to improve and develop students’ learning. It is further recommended to plan approaches and strategies focused on creating a positive, supportive, and active environment for meaningful student learning. The high level of communicative skills recommends the implementation of classroom activities focused on the appropriate and correct use of language in communication. It is essential to created a supportive environment that emphasizes language learning through actual communication in various social contexts. Given the high level of understanding in Filipino subject, it is advisable to continue teaching engaging activities that are relevant to the topic and innovative, aimed at enhancing and motivating students within the classroom in learning. The significant relationship among the variables suggests that teachers should consider teaching content that alligns with the desired learning outcomes of students based on their abilities and interests.

Furthermore, the researchers suggests to school administrators and teachers in the field to continuously participate in training, workshops, seminars, and webinars to further enhance teaching aligned with the development of students communicative skills. It is also encouraged to design contextualized teaching materials focused on developing communicative skills. The partial mediation of understanding in Filipino subject in the relationship between learning experiences and communicative skills suggests that teachers should cultivate innovative knowledge and strategies in teaching Filipino, aimed at achieving the Sustainable Development Goals (SDGs), particularly the fourth educational goal which is ensuring inclusive and equitable quality education and providing lifelong learning opportunities for all. Finally, future researchers are encouraged to consider the findings of this study as a basis for similar investigations focused on enhancing effective language learning in today’s context.

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