

Enhancing Grade 10 Students' Communication Skills through Think Tank Technique

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ABSTRACT

Effective communication is essential for students to thrive academically and socially, yet many learners struggle to convey ideas clearly, listen actively, and engage in collaborative discussions. Traditional classroom strategies often fall short in addressing these challenges. This study investigated the effectiveness of the Think Tank Technique in enhancing the communication skills of Grade 10 students during S.Y. 2024–2025 in a public secondary school in Ozamiz City. This study used a classroom-based action research design with 30 students as participants using purposive sampling. A research-made rubric and checklist were used to gather data. The data was interpreted and analyzed using statistical tools: mean, standard deviation, and t-test. The following were the study's findings the level of communication of the learners before the use of Think Tank Technique (TTT) as measured by rubric assessment did not meet expectations, the level of communication of the learners after the use of Think Tank Technique (TTT) as measured by rubric assessment was outstanding, the level of communication of the learners before the use of Think Tank Technique (TTT) as measured by checklist assessment was poor, the level of communication of the learners after the use of Think Tank Technique (TTT) as measured by checklist assessment was very good, and there is highly significant difference in the level of communication before and after using Think Tank Technique (TTT) as measured by rubric and checklist assessments. The advocate for the integration of the Think Tank Technique into instructional practices as an empirically supported strategy for developing essential communication skills. School administration may provide professional development and resources to support school-wide adoption of TTT, ensuring it becomes an empirically supported component of the communication curriculum.

Keywords: communication skills, enhancement, Think Tank Technique (TTT), strategy

INTRODUCTION

English is currently the most spoken language in the world. In most social and professional contexts, English is a great avenue for communication. In Indonesia, English is a required subject from primary school to university (Rizqiningsih & Hadi, 2019). Communication is one of the four main competencies students are expected to develop in a competency-based curriculum (Riadil, 2020). Teachers can facilitate the way for students to start making progress in English through oral activities. Research shows that activities based on describing pictures will help students communicate better and, in turn, increase engagement and participation generally.

The Think Tank Technique is another highly effective activity utilized in English classrooms, as it allows students to work with each other and use the language in a real social context. These activities not only develop students' [English], but they also develop critical thinking, problem-solving, and team-building skills. In Think Tank activities, students are given the chance to express their opinions, hear other classmates' opinions, and practice speaking in a supportive environment.

Nevertheless, many students have not been able to successfully read a literature text and report their thoughts clearly, which then affects their outcomes and growth. Research has suggested that the Think Tank Technique has been used internationally and in nursing education as a new learning strategy. It provides opportunities for the students to think about knowledge, develop tactile skills, supports lifelong learning and builds self-esteem and motivation.

This perspective of learning underlines the importance of peer-to-peer support and peer interactions as a means of learning and cognitive development (Marimuthu, P. D., 2024). Most of the research is in the form of events with panels, discussing certain issues, rather than an educational method that can be embedded into the teaching. The article argues that panel events can be a good teaching method for positive learning across a variety of disciplines. Despite this, this method has been primarily absent from practice in higher education, probably because it has yet to be presented in education research.

To address these challenges, educators have employed a variety of creative pedagogical strategies. These strategies include group discussions, project-based learning, and the incorporation of multimedia. People communicate their ideas through language, which allows them to express their perceptions, feelings, and intentions so that others can understand, share, and respond.

Despite this, there is still a gap in knowledge on the practice of using Think Tank Technique discussions as a pedagogical strategy in practice, to enhance communication skills. There is specifically limited empirical research that considers how this practice affects the ability of Grade 10 students to analyze and interpret differing literary texts in an effective manner.

In light of this gap, the researcher intends to explore the impact of the Think Tank Technique on the communication skills and overall academic performance of grade ten students. In particular, the study will focus on the way in which the method will facilitate critical thinking, teamwork, and communication and meet students' challenges when examining and articulating their thoughts. The study will occur in a grade ten English class with a focus on measurable advances in students' motivation, comprehension, and ability to articulate their learning.

Ultimately, this research aims to deepen grade ten students' communication competence through the Think Tank Technique as an active, student-centered method of instructional delivery. In this method, students can engage actively, think critically, and arrive at a deeper understanding of literary material. They can draw upon each other's contributions to synthesize their learning, while educators can create a more engaged and interactive environment that supports students' confidence in developing their wonderings and examining data in the classroom. It is then noted that this study proposes that this method demonstrates that learning through discourse enhances communication competencies, as well as the three dimensions of critical thinking, engagement, and investigation. Collectively, the research strongly affirms the urgent need for educators to consider effective teaching methods that enhance learning to be more engaged, substantive, and relevant to learners.

PROPOSED STRATEGY

The Think Tank Technique is a powerful tool in which a group of people engages in a structured dialogue to delve into a topic at a deeper level. It creates a space for students to analyze ideas through a facilitated process of dialogue and shared experience. In fully engaging or just observing a debate, they critically read more of the debate by analyzing the differing points of view that have been revealed.

In fact, collaborative learning in higher learning provides tremendous opportunities because it nurtures a collaborative construction of knowledge and skills using dialogue and interaction, which supports depth in understanding and impactful learning experiences (Herrera-Pavo, 2021).

In this approach, students mobilize their prior knowledge through expressing their opinion, supporting their opinion with evidence, and considering alternative perspectives and interpretations with others. The collaborative nature of the Think Tank Technique relies on collaboration, respectful dialogue, and listening, which are valuable skills to develop within the classroom and beyond. With this method, students have an increased cognitive engagement with the content, which contributes to better learning outcomes.

The process not only gives students a stronger understanding of the topic, it also gives opportunity for public speaking and value in engaging in a substantive discussion. The exercise enables students to appreciate different viewpoints, the intricacy of analysis, and the value of entertaining multiple interpretations.

Steps on how to Integrate Think Tank Technique (TTT)

Students are assigned to read a literary work that has rich themes and cultural context and are given the context of the work in relation to the goals of the class. Then, students are assigned roles, several of whom will be panelists. The panelists will read the text, analyze it, develop their thinking, and share insights. While the panelists are preparing, the rest of the class will be developing their own questions, which they will ask during the discussion.

Then, on the day of the discussion, the space is arranged like a panel with the panel sitting in chairs at the front of the room. Panelists present their thinking from the text, citing evidence from the text as needed, while a moderator leads the discussion. The audience students ask their questions and provide their own observations, creating an engaging discussion and exchanging ideas.

After the discussion, the teacher can synthesize and highlight key ideas that emerged, and students can share reflections on what they learned. This could happen in a written task or as a follow-up activity that connects the discussion to other texts that share literary themes and allows students to deepen their understanding of the text.

ACTION RESEARCH QUESTIONS

This action research aims to improve the effectiveness of the Think Tank Technique as a teaching strategy to enhance the performance of Grade 10 students. Specifically, the study seeks to answer the following questions:

1. What is the level of learners' communication skills before implementing the Think Tank Technique (TTT), as measured by a rubric assessment?
2. What is the level of learners' communication skills after implementing the Think Tank Technique (TTT), as measured by a rubric assessment?
3. What is the level of learners' communication skills before implementing the Think Tank Technique (TTT), as measured by a checklist assessment?
4. What is the level of learners' communication skills after implementing the Think Tank Technique (TTT), as measured by a checklist assessment?
5. Is there a significant difference in learners' communication skills before and after using the Think Tank Technique (TTT), based on the rubric assessment?
6. Is there a significant difference in learners' communication skills before and after using the Think Tank Technique (TTT), based on the checklist assessment?

ACTION RESEARCH METHOD

Research Design

This action research used a single-group pre-test and post-test design to explore the efficacy of the Think Tank Technique as a pedagogical strategy for improving the academic performance of grade 10 students. Classroom-Based Action Research (CBAR) is a type of applied research done by teachers in their own classroom to recognize and address challenges or concerns while teaching. The fundamental focus of CBAR is to develop a practical approach to generate possibilities for positive change and create value in terms of educational outcomes (Burns, 2019).

Site

This research took place in a junior high school setting, focusing on Grade 10 students at a public secondary school in Ozamiz City, Misamis Occidental. The school is supervised by a principal who oversees the K to 12 basic education programs allocated by the Department of Education (DepEd) through the junior high and senior

high school levels. According to DepEd policy, the Junior High School curriculum addresses Grades 7 to 10, and the school seeks to offer students the best educational opportunity in a reasonably current manner.

Participants

The participants of this study were 30 Grade 10 students from a single section, selected through purposive sampling. The selection criteria were as follows: (1) Students enrolled in the Junior High School Department as Grade 10 learners for the academic year 2024–2025, (2) Students who were part of the chosen section or block in the Grade 10 curriculum; (3) Students who had English as a subject in the fourth quarter (4) Students who gave their full consent to participate in the study. However, only one section of Grade 10 was included, meaning other sections of the same grade level were not part of the research. The researcher ensured that all participants met these criteria before conducting the study.

Instrument

The following instruments will be used in the study:

a. **Checklist.** The checklist, which was created by the researcher, is meant to measure students' interest and participation during the Think Tank. The responses are recorded on a 4-point Likert scale, categorized as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) depending on their response. The checklist assesses students' engagement, effort with their contribution, and working together with peers.

To determine the level of students' performance, the following scale will be used:

Responses	Continuum	Interpretation
4 – Strongly Agree	3.25-4.0	Very Good
3 – Agree	2.25-3.24	Good
2 – Disagree	1.75-2.49	Poor
1 – Strongly Disagree	1.0-1.74	Very Poor

b. **Lesson Plan.** A lesson plan created by the researcher will help engage students in the Think Tank Technique for teaching content lessons. It incorporates activities that support collaborative discussions, build critical thinking, and reinforce students' communication skills. The lesson plan includes structured brainstorming periods and directed discussion to enable students to generate ideas and participate actively in discussions that require analytical reasoning and enhance student engagement in a more active learning context.

c. **Think Tank Technique.** The researcher intends to use this strategy to help students communicate in the classroom, based on an analysis of the test scores. Students will engage in meaningful idea exchanges using structured dialogue and collaborative problem-solving that actively involve them in the process and develop the skills to effectively communicate their ideas, evaluate perspectives, and respond to others' ideas.

Data Gathering Methods

A. Pre-Implementation Phase. The researcher first sought permission from the dean of the College of Education, the Schools Division Superintendent, the school principal, the participating teacher, and the parents of the students for the researcher to complete the study. Upon receiving permission, the researcher will send consent forms home to students' parents, and assent forms will be collected from the students once they return the forms. After necessary permissions, a pre-test will be administered to assess appropriate baseline communication skills for students. The researcher will then develop lesson plans and instructional materials to implement the Think Tank Technique strategy with students. Assessments and the implementation of classroom activities will all be aligned to the instructional plans and Think Tank Technique for effective implementation.

B. Implementation Phase. During this phase of the research study, the researcher will conduct a pre-test with participants and implement the target intervention over the course of one month. There will be ongoing monitoring over the course of the implementation of students' performance, before a post-test. After the study intervention, a post-test will be administered, and the researcher will collect data, tally, analyze, and interpret after collected variables for the study. This will give the researcher an effective analysis to determine the effectiveness of the Think Tank Technique as a teaching strategy.

C. Post-Implementation Phase. In the post-implementation stage, the researcher will conduct data analysis, analyze findings, and conclude based on the data findings. Recommendations will also be developed, and the research report will be proofread, edited, and finalized. This phase will also include sharing the research results with appropriate stakeholders to ensure proper dissemination of findings.

Ethical Consideration

To maintain ethical practice, the researcher followed ethical protocols to fidelity throughout the study.

Before stage implementation of the study, all participants had the study purpose, processes, and importance explained to them. Also, they were provided assurances that their name and personal identifiers would only remain confidential and included nothing in the research manuscript (Mirza et al., 2023). The researcher honored considerations raised in Republic Act No. 10173, also known as the Data Privacy Act of 2012, ensuring the secure and confidential maintaining of the informed consent and research survey the participant completed. Any participant data collected was properly disposed of post-research study.

Data Analysis

In this study, several statistical tools were employed to analyze the data.

Frequency and Percentage. These were employed to determine the level of students' communication skills before and after implementing the Think Tank Technique.

Mean and Standard Deviation. These were calculated to further measure students' communication abilities.

Paired T-test. It will be used to determine whether there was a significant difference in students' communication skills before and after the intervention.

RESULTS AND DISCUSSION

Implementing the Think Tank Technique contributed to significant advancements in the communication skills of Grade 10 students. By developing collaborative discussions, trade ideas, and having students actively participate, the students were more willing to express their ideas and had increased confidence speaking across disciplines. The Think Tank Technique provided an engaging method of learning in collaboration and nurtured critical thinking, which led to improvement in speaking and listening performance. Reviewing both the pre-tests and post-tests provided applied insight into student growth and ideas for teaching moving forward. The tables below demonstrate the impact of the Think Tank Technique on the students' communication skills development, as measured by the pre- and post-tests.

Level of Communication of the Learners Before the Use of Think Tank Technique (TTT) as Measured by Rubric Assessment

Table 1 presents the learners' level of communication for the learners prior to implementing the Think Tank Technique, measured through a rubric-based assessment. Most learners fell into the "Did Not Meet Expectations" category ($M = 9.47$; $SD = 1.25$). This indicates that before the Think Tank Technique was used, students struggled to articulate their ideas, organize their thoughts, and participate and discuss. The mean suggests limited communication skills and the standard deviation indicates the struggles were exhibited throughout the participant group rather than within a few individuals. This demonstrated a need for engaging and supportive pedagogical approaches, like the implementation of the Think Tank Technique, to support learners' participation, expression

of thought, and development of communication skills needed for own class.

Both teachers and students have an important role in designing effective teaching and learning strategies, although many strategies are neither understood or practiced. If we hope to develop innovative, dynamic practices and experiences for teaching and learning, both teachers and students need to create and experiment with different ways of learning and teaching, and to engage with strategies that support learning. Connected to this is an understanding of effective teaching and learning, including rationale, purpose, motivation, style and technique (Hang & Van, 2020). Distinguishing strategies, both explicitly communicated to students or modeled by the teacher, through observing the application of strategies provides valuable insights into effective and ineffective strategies in practice (Granström et al., 2023). Students need to improve their communication competence because communication is essential in everyday life and life skills. Research demonstrates that strong communication skills facilitate adaptability and competitiveness in any field. Communication serves as an avenue for sharing thoughts, ideas, emotions and creativity. The communication skill that the ability to communicate thoughts clearly (via spoken or written language) is a skill that everyone can improve upon, whether it is learned or developed over time. Thus, all students must develop strong communication skills (Hotamova & Komiljonova, 2024).

The results from this study indicate a decisive need to develop learners' communication skills through interactive and active learner-centered approaches. The ongoing difficulties noted in students' expression indicate the insufficiency of traditional instructional methods in promoting dialogue and articulation of ideas. This suggests the need for instructional strategies such as the Think Tank Technique (TTT), which focuses on working together, captive learners and regulating and ordering their thinking. For teachers this means moving toward teaching practice that allows learners to genuinely participate in conversations, orderly logic of ideas, and share ideas effectively. Further, it also suggests the need for the educator to create classroom spaces that make them feel safer and become motivated to share. Enhancing communication skills in this way improves learning and academic achievement, alongside preparing students for social interactions and the uncertainties in future job prospects.

Table 1. Level of Communication of the Learners Before the Use of Think Tank Technique (TTT) as Measured by Rubric Assessment

Level of Communication	M	SD
Did Not Meet Expectations	9.47	1.25

Note Scale: 17-20 (Outstanding); 16 (Very Satisfactory); 14-15 (Satisfactory); 12-13 (Fairly Satisfactory); 1-11 (Did Not Meet Expectations)

Level of Communication of the Learners After the Use of Think Tank Technique (TTT) as Measured by Rubric Assessment

Table 2 provides evidence of the learners' communication proficiency after their use of the TTT (Think Tank Technique) strategy, assessed with the rubric. The group mean indicated students performed at an "Outstanding" level ($M = 16.57$; $SD = 1.83$). This finding denotes students demonstrated strong proficiency at articulating ideas, contrasting ideas, and having meaningful conversations related to the topic after the use of the TTT. The high group average indicated strong developed communication skills, while the relatively low standard deviation indicated consistency in the group's communication level. This means all learners received the benefits of the intervention, not just one or two students. In general, the group data indicated the TTT was an effective, engaging, supportive instructional strategy, leading to increased learner engagement, clearer expression of ideas, and development of necessary communication skills needed to be an effective learner.

Communication is an essential ability that students can develop at all ages. The Think Tank Technique, plus other interactive methods such as group discussions, role-play, technology use, and situated simulation, encourages students to take part in the learning process, which further allows key communication skills to develop listening attentively, articulating thoughts, use of appropriate nonverbal communication, and resolving

conflict. The literature shows that interactive approaches like the ones described may promote communication skills and demonstrate their value-in-action for broader use in education (Selvam, 2023). Additionally, how teachers teach students can increase student engagement. Teachers who are cognizant of student well-being and responsive to their needs can foster higher student engagement than teachers who focus on delivering content and/or rigor of academic quality, or any combination of those concepts. While students do participate in classroom communications, they may be less likely to initiate participation on their own. The latest innovative teaching techniques and practices, and most particularly the ones that are modelled by effective teachers, can be employed to support the development of student engagement that can lead to better academic performance (Afzal & Rafiq, 2022).

The results of the study indicate that the Think Tank Technique has proven a productive pedagogy for fostering student communication skills. The structure of the technique is still interactive in that students are involved and contribute to the ability to convey meaning with clarity, the confidence to speak, and a logical approach to organizing their thinking.

TTT promotes the positive benefits of strategies that utilize a student-centered and collaborative approach to teaching and learning in a classroom setting. When students are provided with an active role in speaking through discussion and tasks that require a collaborative process to solve a problem, the students are more engaged, demonstrating more attentiveness and readiness to participate. Therefore, the findings suggest that principles of teaching and learning that offer interaction and peer engagement should be regularly incorporated and developed into a teacher's strategies to teach skills that are cognitive and interpersonal. Furthermore, all students demonstrated improvement can be seen as evidence of inclusivity and effectiveness for all students, making the case for implementing the TTT and similar approaches across all grade levels and subject areas.

Table 2. Level of Communication of the Learners After the Use of the Think Tank Technique (TTT) as Measured by Rubric Assessment

Level of Communication	M	SD
Outstanding	16.57	1.83

Note Scale: 17-20 (Outstanding); 16 (Very Satisfactory); 14-15 (Satisfactory); 12-13 (Fairly Satisfactory); 1-11 (Did Not Meet Expectations)

Level of Communication of the Learners Before the Use of the Think Tank Technique (TTT) as Measured by Checklist Assessment

Table 3 displays the communication skills of the learners, which were evaluated through a checklist before the implementation of the Think Tank Technique (TTT). The data show that the students, as a group, were at a "Poor" level for communication ($M = 2.14$; $SD = 0.17$). This conclusion indicates that the learners faced challenges with basic communication skills before the intervention when asked to communicate, listen, and interact with peers. The very low standard deviation demonstrates that the "Poor" level for communication was experienced across the group, which meant the poor communication skills were not solely experienced by a smaller group of students, but were commonly experienced across the entire group.

An important aspect of effective instructional communication within the classroom is to assist in accomplishing educational objectives; however, when communication becomes a barrier to teaching and learning, communication misinterpretations reduce educators' responsibility and impact in the classroom and subsequently diminish student achievement. In contrast, education professionals who communicate clearly and effectively assist others in achieving comprehension and learning that contribute to better academic and social performance (Vogt, 2021). In any context, educators must serve as facilitators and advocates, promote active engagement, and interest students in learning. The classroom environment is socially driven by the instructor and the students; both groups simultaneously shape the learning expectation of students' perceived performance. Decision-making, utilizing information from the instructor and the learners, assists educators in appropriately adjusting the learning experience to meet the needs of traditional and non-traditional learners (McDonald et al.,

2020).

Table 3. Level of Communication of the Learners Before the Use of the Think Tank Technique (TTT) as Measured by Checklist Assessment

Level of Communication	M	SD
Poor	2.14	0.17

Note Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

Level of Communication of the Learners After the Use of the Think Tank Technique (TTT) as Measured by Checklist Assessment

In Table 4, the level of communication of the learners after the use of the Think Tank Technique (TTT) is provided in the form of a checklist measure. As a group, the students scored at a "Very Good" level of communication ($M = 3.55$; $SD = 0.28$). Even before the Think Tank intervention, the checklist measure showed a noticeable improvement in communication after the implementation of TTT. The mean posted on the assessment measure illustrates that the students greatly improved their ability to express themselves, listen, and interact with others as part of the checklist measure. The standard deviation is comparatively small, which indicates that the students also greatly improved their communication skills. Therefore, when one of the learners improved his or her communication skills as a result of TTT, the other learners experienced the same communicative improvement as well. All the findings suggest TTT is an effective instructional strategy to promote a high level of communication in a group of learners.

Clear and effective communication between teachers and students is a crucial element of successful classroom learning that begins by establishing a positive learning atmosphere and enhances student learning; effective communication will make the students' learning more interesting and productive and ultimately result in academic gains (Sulistiyowati et al., 2025). Communication is a key form of interaction in daily life as individuals use it to form and share understanding, ideas, feelings, and information (Bakar et al., 2020). Engagement promotes a stronger level of student success and, development of teaching structures to remain innovative. "When students are engaged, they are capable of building, strengthening, and comprehending new ideas, engaging socially, and remaining present and involved in their educational experiences". Innovation will continue to build a quality educational experience while building students' creative and critical thinking skills, enabling students to experience the complexity of the world today and the positions they will need to fill. Utilizing a variety of activities, including competitions, exhibitions, and exchanges, is often a great way to develop students' output and maintain engagement. In addition, in order to sustain habitual engagement, motivating factors might be necessary to promote change resistance (Guo et al., 2023).

Based on the findings, the Think Tank Technique can enhance student's communication skills through clearer expression, focused listening, and active participation, in a positive and motivating learning environment that leads to better academic results in a collaborative learning context with peers that helped develop social skills, build confidence, and foster critical thinking, creativity, and adaptability; these being critical skills needed to succeed in today's ever-changing and complex world.

Table 4. Level of Communication of the Learners After the Use of the Think Tank Technique (TTT) as Measured by Checklist Assessment

Level of Communication	M	SD
Very Good	3.55	0.28

Note Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

Significant Difference in the Level of Communication

Before and After Using the Think Tank Technique (TTT) as measured by the Rubric Assessment

Table 5 shows the calculation of the difference in the communication levels of students before and after TTT, as assessed using rubric ratings. The results are listed with mean (M), standard deviation (SD), t-value, p-value, and decision on the null hypothesis (Ho). The outcome indicates a strong improvement in the communication ability of learners after TTT implementation. In particular, the pre-intervention mean score ($M = 9.47$, $SD = 1.25$) to the post-intervention mean score ($M = 16.57$, $SD = 1.83$) shows a highly significant improvement ($t = 18.32$, $p = 0.00$). The p-value of less than 0.01 shows that the difference is statistically highly significant.

These results strongly indicate that the Think Tank Technique is positively affecting students' communication skills. The dramatic increase in the mean score, shifting from the "Did Not Meet Expectations" level to the "Outstanding" level, indicates that this teaching technique tremendously improves students' ability to express ideas, think through issues, and participate in productive discussions as scored by the rubric. The very low p-value gives strong evidence to reject the null hypothesis, which indicates that the improvement being seen is not by chance but is a clear and significant result of the Think Tank Technique. The minimal rise in standard deviation could be indicative of a more spread-out distribution at a higher level of proficiency, which again proves the effectiveness of the intervention in improving overall communication competence. No non-significant variables were identified, highlighting the definite effect of the strategy ($p < 0.01$).

As it encourages motivation, critical and creative thinking, and improves the teaching and learning process overall, educators have a gradual but crucial responsibility to improve students' abilities and potential (Haryanti et al., 2021; Shanmugavelu et al., 2020). Before the intervention, there was a low level of communication, which emphasizes the urgent need for methods that help students build their fundamental communication skills. Students' academic performance and engagement are hampered when they find it difficult to communicate or express themselves. This emphasizes how crucial it is to implement student-centered teaching strategies that encourage active engagement, clear communication, and attentive listening. This objective can be strongly supported, and meaningful educational improvement can result from the use of interactive strategies like the Think Tank Technique.

Variables	M	SD	t-value	p-value	Decision
Before Using the Think Tank Technique (TTT) as Measured by Rubric Assessment	9.47	1.25	18.32	0.00	Reject Ho
After Using the Think Tank Technique (TTT) as Measured by Rubric Assessment	16.57	1.83			

Table 5. Significant Difference in the Level of Communication Before and After Using the Think Tank Technique (TTT) as Measured by the Rubric Assessment

Ho: There is no significant difference in the level of communication before and after using

Think Tank Technique (TTT) as measured by the rubric assessment

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

Significant Difference in the Level of Communication

Before and After Using the Think Tank Technique (TTT) as Measured by Checklist Assessment

Table 6 shows the evaluation of the significant difference in learners' communication skills performed before and after the Think Tank Technique (TTT) application, as determined by a checklist assessment. The results of the paired t-test indicate that the intervention resulted in a highly significant statistical improvement in

communication ($t = 22.00$, $p < 0.01$). In detail, the mean score went up considerably from a “Poor” level ($M = 2.14$, $SD = 0.17$) to a “Very Good” level ($M = 3.55$, $SD = 0.28$). This remarkable improvement, along with the null hypothesis being rejected, substantiates the claim that TTT had a significant effect on the students’ basic communication skills as per the checklist criteria. The minor increase in standard deviation after the intervention might be an indication that while overall proficiency ascended, there was a certain amount of variation at the higher performance range, which is an indication that the technique was equally beneficial to all learners and was accommodating the differences in skill levels.

Acquiring such results implies that educators should work on student self-confidence and have a thorough comprehension of their specific requirements individually (Mukhiddinova et al., 2021). Like cooperative learning, TTT reaping benefits in oral proficiency, and motivating generally, and these are the reasons for students to communicate their thoughts and standpoints with more assurance (Haryanti et al., 2021).

The outcomes indicate that when students are allowed to learn through collaboration, teacher-student dialogues, and group discussions, they would be more likely to become active participants, to have their ideas accepted and recognized, as well as to develop their communication skills. This is because communication is not only a requirement in academic settings but also for continuous learning and future professions; hence, the secondary level becomes the turning point for the development of this skill enabling students to have the necessary tools for their personal and professional growth. Not only that, but these results also highlight that teachers’ authority towards students’ needs is up to their instruction adaptation. Through applying the TTT method, teaching staff can change the previously passive students into the ones who contribute actively, be a part of improving the classroom atmosphere, and eliminate those communication barriers that obstruct the learning process, thus making learning possible.

Table 6. Significant Difference in the Level of Communication Before and After Using the Think Tank Technique (TTT) as Measured by Checklist Assessment

Variables	M	SD	t-value	p-value	Decision
Before Using the Think Tank Technique (TTT) as Measured by Checklist Assessment	2.14	0.17	22.00	0.00	Reject Ho
After Using the Think Tank Technique (TTT) as Measured by Checklist Assessment	3.55	0.28			

Ho: There is no significant difference in the level of communication before and after using

Think Tank Technique (TTT) as measured by the checklist assessment

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The ability to communicate properly is a necessity for students, not just to get good marks but also to mix well with their peers, but then it is a common problem that the learners are unable to deliver their thoughts understandably, hear and understand others, and take part in group discussions. The usual ways of teaching in the classroom do not provide an adequate solution to these problems. The purpose of this research was to measure the impact of the application of the Think Tank Technique (TTT) in improving the communication ability of 10th-grade students during the academic year 2024-2025 in a public secondary school in Ozamiz City. The action research method was used in the classroom. The sample consisted of 30 students who were selected through purposive sampling. Data were collected through the use of the researcher's rubrics and checklists, and the data were analyzed using appropriate statistical tools. The study aimed to answer the following research questions: 1) What is the level of communication of learners before the use of the Think Tank Technique (TTT),

as measured by rubric assessment? 2) What is the level of communication of learners after the use of the Think Tank Technique (TTT), as measured by rubric assessment? 3) What is the level of communication of learners before the use of the Think Tank Technique (TTT), as measured by the checklist assessment? 4) What is the level of communication of learners after the use of the Think Tank Technique (TTT), as measured by the checklist assessment? 5) Is there a significant difference in learners' communication levels before and after using the Think Tank Technique (TTT), as measured by rubric assessment? 6) Is there a significant difference in learners' communication levels before and after using the Think Tank Technique (TTT), as measured by the checklist assessment?

Findings

The following were the study's key findings:

1. Before the implementation of the Think Tank Technique (TTT), learners' communication skills, as measured by rubric assessment, did not meet expectations.
2. After the implementation of TTT, learners' communication skills, as measured by rubric assessment, reached an outstanding level.
3. Before using TTT, learners' communication skills, as measured by a checklist assessment, were classified as poor.
4. Following the intervention, learners' communication skills, as measured by the checklist assessment, improved to a very good level.
5. A highly significant difference was observed in learners' communication levels before and after using TTT, as measured by rubric assessment.
6. A highly significant difference was also found in learners' communication levels before and after using TTT, as measured by the checklist assessment.

Conclusions

The results of the study lead to the following conclusions:

1. The urgent need to adopt interactive strategies like the Think Tank Technique to effectively improve students' communication skills.
2. Think Tank Technique's effectiveness as a student-centered collaborative strategy for substantially improving communication skills across diverse learners and supporting its broader curricular adoption.
3. There is a critical gap in current teaching methods, necessitating interactive techniques to foster clearer dialogue and greater classroom participation.
4. The demonstrated efficacy of TTT in enhancing listening, articulation, and interaction skills supports its adoption as a best practice for communication-focused curricula.
5. The advocate for the integration of the Think Tank Technique into instructional practices as an empirically supported strategy for developing essential communication skills.
6. The significant improvement in the checklist-based score validates TTT's effectiveness in developing core abilities like clear expression, attentive listening, and interactive engagement.

Recommendations

1. Teachers may integrate interactive, student-centered strategies such as the Think Tank Technique (TTT) into daily lesson plans to actively boost learners' communication proficiency.

2. Teachers may employ TTT collaboratively across diverse learner groups to foster clearer dialogue, improve articulation, and sustain high levels of classroom participation.
3. Students may actively engage in TTT activities such as brainstorming sessions, peer feedback, and structured discussions to enhance listening skills, idea organization, and confidence in speaking.
4. Students may practice TTT-inspired techniques outside of class (e.g., study groups or online forums) to reinforce clear expression and interactive engagement.
5. School administration may provide professional development and resources to support school-wide adoption of TTT, ensuring it becomes an empirically supported component of the communication curriculum.
6. School administration may allocate time and space for regular collaborative sessions, equipped with checklists and rubric tools, to monitor and celebrate improvements in students' core communication skills.
7. In future studies, researchers may conduct longitudinal and cross-disciplinary studies to understand the broader, long-term effects of TTT on communication outcomes and its possible use in other subject areas or educational contexts.

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