LIVED EXPERIENCES OF STUDENTS DURING THE TRANSITION FROM MODULAR TO IN-PERSON CLASS: ORAL RECITATION IN FOCUS

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ABSTRACT
This phenomenological study aimed to investigate the experiences of senior high school students transitioning from modular to in-person learning in the new normal education setting. The research involved in-depth interviews and focus group discussions with Grade 12 students who had previously used modular learning. Participants, aged 18 or above, were purposively sampled from the Schools Division of City of Mati, having engaged in modular education during the academic years 2020–2021 and 2021–2022. Thematic analysis revealed five major themes related to the students' experiences in transitioning, focusing on oral recitation. Another set of four major themes emerged regarding coping mechanisms, and additional themes depicted insights into learning approaches and classroom participation. The study recommends integrating more platforms associated with "Speech Mastery Workshops" to allow students to practice oral recitation in a supportive environment. Additionally, it advocates for teacher training to enhance educators' understanding of emotions, active listening, and empathetic responses.
KEYWORDS: *senior high school students, oral recitation, transition, in-person class qualitative research, phenomenological approach, thematic analysis, City of Mati*

CHAPTER 1: INTRODUCTION
The COVID-19 pandemic has prompted diverse learning methods, including online classes, modular learning, and in-person teaching. As schools globally resume normal operations, it's crucial to understand the impact of the pandemic on students' attitudes, emotional development, and language skills. Challenges such as limited vocabulary and increased stress have surfaced, necessitating a comprehensive examination of students' experiences during the transition from remote to in-person learning. In the Philippines, the prolonged closure of schools has posed challenges, with concerns about students' reluctance to engage in oral recitations. Despite the recent shift towards face-to-face instruction, obstacles persist, including communication difficulties and fear of public speaking. This study uniquely focuses on the transition from remote to in-person learning, aiming to shed light on high school seniors' reactions and contribute valuable insights to the broader education discourse.

Purpose of the Study
The purpose of this phenomenological study was to explore and understand senior high school students' encounters in transitioning from a modular to an in-person learning modality in the new normal education. The participants of this study are regular Grade 12 students in senior high school that have experienced the learning challenges before and during pandemic in schools of City of Mati.

Research Questions
1.   What are the oral recitation experiences of Grade 12 students as they transitioned from modular to in-person learning?
2.   How do Grade 12 students cope with the oral recitation challenges as they have experienced the transition from modular to in-person learning?
3.   What are the insights of Grade 12 students on the oral recitation activity as they have experienced the transition from modular to in-person learning modality?

Theoretical Lens
Self-efficacy, as per Jia et al. (2022), plays a pivotal role in influencing one's decision-making, effort exerted, and persistence in the face of challenges. Grounded in the self-efficacy theory, individuals derive their efficacy beliefs from actual experience, vicarious experience, social persuasion, and physiological reactions. Additionally, this study aligns with Jack Mezirow's transformative learning theory, suggesting that individuals undergoing transformative processes rewire their experiences, assumptions, and beliefs into entirely new perspectives. By incorporating communicative learning, the study aims to enhance students' communication skills, reflecting their wishes, feelings, and desires in the social context of learning. Furthermore, the research integrates Krashen's affective

filter theory, acknowledging the impact of learners' emotions on second language acquisition. The emotional filter, akin to an imaginary wall, impedes language learning when negative emotions such as low self-esteem and anxiety are elevated, influencing motivation, self-confidence, and overall psychological well-being.

Scope and Limitation of the Study
This study involved fourteen (14) senior high school students residing in the city of Mati, Davao Oriental, who had internet access. Three study sites, encompassing both private and public schools in Mati City, were selected as target locations for this study. The research took place from March to July during the 2022-2023 school year. These students were specifically chosen because they had experienced the two-year modular learning approach and had not actively engaged in activities involving oral presentations.

Importance of the Study
This study is important because it can benefit numerous people and organizations deal with the study's primary issue. This study can be beneficial for students, especially for my participants who attended public schools. The results of this study will show students how to handle the pressures that they must meet to increase their performance, particularly with their recitation abilities. Also, this is also ultimately significant to teachers since it gives them knowledge that will benefit them in understanding student performances. Most importantly, this can serve as their foundation for employing affective strategies that will aid learners in adjusting to their new normal environment. Importantly, this study can also be beneficial to future researchers. This study is likely to be of significant use to future studies since it may be used as a resource to learn more about the experiences of students who are engaged in different learning modalities.

CHAPTER 2: REVIEW OF RELATED LITERATURE
The COVID-19 pandemic has significantly impacted education, exacerbating existing issues and prompting a shift from modular to in-person learning, marked by challenges and opportunities for improvement (Huck & Zhang, 2021; Marapao, 2022; Al-Mawee, Kwayu, & Gharaibeh, 2021). This transition requires understanding students' unexpected experiences, considering both emotional needs and adaptable support systems (Mofatteh, 2020; Rotas & Cahapay, 2020). The study also addresses challenges in oral recitation skills among senior high school students, emphasizing the need to enhance communication competence, cope with language anxiety, and involve teachers and parents for holistic support (Canceran, 2018; Gador, Mangompit, & Magno, 2022; Amerstorfer & Munster-Kistner, 2021). The challenges of transitioning from distance to in-person learning, encompassing mental well-being and the importance of building confidence, are explored, emphasizing a multifaceted approach (Huck & Zhang, 2021; Plakhotnik et al., 2021; Villar, 2021).

The importance of oral communication abilities for workforce readiness, entrepreneurship, and further education is emphasized in the K–12 Basic Education Curriculum Framework (Mamba, Tamayao, & Vecaldo, 2020). However, difficulties in oral presentations persist, including anxiety, blankness, and organizational challenges (Archbell, 2021). Lack of confidence during oral recitations affects student performance (Moneva & Cuizon, 2020). Self-confidence is highlighted as crucial for students' pursuit of academic goals, impacting their engagement and overall learning experience (Akbari & Sahibzada, 2020). Grade 12 students encounter hurdles in mastering oral recitations, and coping mechanisms, such as consistent rehearsal and peer learning, become indispensable aids during this transitional phase (Nety et al., 2020; Raymond & Choon, 2017). Seeking external help discreetly raises ethical concerns, highlighting the need for an environment that promotes integrity and ethical learning practices (Mardiningrum & Ramadhani, 2022).

Research Design
This qualitative study, following a phenomenological approach, employed in-depth interviews and focus group discussions to gain insights into students' challenges and perspectives upon returning to face-to-face classes after a two-year hiatus. By adopting a qualitative design, the research aimed to understand the scientific community better, focusing on smaller user samples during interviews to uncover participants' attitudes, behaviors, and underlying considerations for improved designs. Emphasizing the social and interpersonal aspects, the study aimed to explore how individuals perceive, experience, and interpret the world. Phenomenological inquiry, as described by Creswell (2018), was chosen to convey the unique viewpoints and experiences of informants, providing a deeper understanding of the situations examined.

Research Participants
In employing a qualitative-phenomenological research approach, this study aimed to explore the oral recitation skills of Grade 12 students who had completed previous academic years using a modular learning strategy. Following predetermined participant selection, 14 individuals were chosen to ensure data saturation. The participants, regular Grade 12 students in Mati City's senior high schools, faced learning difficulties before and during the pandemic. Purposive sampling was used to select participants aged 18 or older, resulting in 14 Grade 12 students. Seven underwent in-depth interviews, while seven engaged in focus group discussions.

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Data Collection Procedure

In this study, these stages were meticulously executed. Purposive sampling ensured the selection of Grade 12 students, following ten ethical principles to maintain high standards. Personal outreach and informed consent procedures were implemented, with participants' signatures serving as evidence of their willingness. Measures were taken to safeguard academic commitments during interviews and group discussions, with careful scheduling and mutual agreement on timing and location. Individual in-depth interviews and focus group discussions involved audio recording, transcribing, and transforming data into Standard English. Anonymity was assured to create a comfortable environment for participants. Thematic analysis procedures were applied to review and analyze documents, conferences, discussions, interviews, and recordings, with a Grade subsequent discussion of the analysis after data collection completion.

Data Analysis

Qualitative research, as outlined by Bhandari (2022), involves gathering and analyzing non-numerical data, such as text, video, or audio, to gain deeper insights into concepts, beliefs, or experiences. The study applied thematic analysis, following Braun and Clarke's (2006) six procedures, to comprehend experiences, thoughts, or behaviors within the dataset. After transcribing data from interviews and group discussions, I immersed myself in the content, taking notes, and seeking patterns for preliminary interpretations. Initial codes were then created to organize the data, and recurring themes were identified using markers and highlighters. Data points were labeled, sorted into categories, and organized into overarching themes addressing research questions. A thorough review ensured alignment with study aims, and the final report validated the results' relevance and credibility. Theme analysis identified shared elements among senior high school students, leading to conclusions and recommendations related to the research questions.

CHAPTER 3: RESULTS

The research study yielded valuable data through in-depth interviews (IDIs) and focus groups (FGDs) with Grade 12 students, providing rich insights into their lived experiences during the final year of high school. The participants' responses were meticulously recorded and translated into Standard English for thorough data processing. Thematic analysis was applied to the extensive transcripts, revealing saturated themes and fundamental concepts related to the students' experiences, coping mechanisms, and insights, all aligned with the study's main questions. The results were presented in tabular forms for clarity, and participant responses were included to enhance the research's reliability.

Experiences of Grade 12 Students Transitioning from Modular to In-Person Class

Shown in table 1 are the five major themes that illustrates the experiences of Grade 12 students transitioning from modular to in-person class focusing on oral recitation such as: (1) overcoming nervousness and anxiety; (2) preparing for oral recitation; (3) improving communication skills; (4) adapting from modular to in-person learning experience; and (5) learning engagement and benefits of oral recitation. In this research, the five emerging concepts were gathered and produced. During the focus group discussions and in-depth interviews, the participants validated and defended these themes as being truthful.

Table 1. Major Themes and Core Ideas on the Experiences of Grade 12 Students Transitioning from Modular to In-Person Classes

Major Themes	Core Ideas
Overcoming Nervousness and Anxiety	- feeling nervous and getting conscious to answer - getting nervous and unprepared for on-the-spot questions - having the difficulty to answer in oral recitation - lingering nervousness and excitement to in-person class - becoming used to oral recitation - having the fear of disappointing the teacher in answering - trying their best in every oral recitation
Preparing for Oral Recitations	- studying the topics for possible questions - reviewing the lessons to provide well-informed responses - having the need to read in advance to notice the keywords - reading and reviewing to provide comprehensive information - gathering of information from the previous answers

Improving Communication Skills	• being advised to organize ideas • being conscious in providing answers • receiving feedback on the use of language • having difficulty on using English language • taking note of information from the answers of others • relying on the stock knowledge in lesson content
Adapting from Modular to In-Person Learning Experience	• having difficulty to adjust to the in-person learning • not being able to participate actively in oral activities • receiving low grades as consequence • having the opportunity to practice and improve • gaining the chance to hone independence in learning • being attentive and focused. • challenging to socialize with others
Student Engagement and Benefits of Oral Recitation	• having the interest to participate • allowing students to express and think critically • responding freely to questions • being intellectually engaged • strengthening self-confidence in one's abilities

Sometimes I get nervous and lose my confidence in front of many people. Then I have a feeling that they always look at me, and sometimes they laugh at me if I do not answer, then I become conscious. Maybe, I'm used to being modular during the pandemic because I lost my communication skills to deal with many people. (IDI-01)

When students were asked to respond to a question posed by their teachers, they frequently experience fear because they lack the self-assurance necessary to speak in front of their peers and feel uneasy about being present in class, which causes them to question their willingness to participate. Because of the pandemic years, they weren't used to exercising their speech communication skills during their modular courses, leading them to feel that they were conscious.

So, for me, I prepare by reviewing my notes when the teacher gives a lesson. We really need to study because if there's an oral recitation, you must be ready with your own thoughts. So, we really need to study the lessons they teach. (FGD-06)

Preparing for oral recitations by studying the lesson in advance stands as a cornerstone for effective performance. Delving into the material beforehand grants individuals the opportunity to grasp intricate concepts, enabling them to anticipate potential questions and engage in meaningful discussions during the recitation.

Sometimes the teacher tells me that I should think about the answer before I talk because sometimes, I am the only one who understands my idea, then what I'm saying is no longer organized. My answers have no impact, so I should try to improve. (IDI-03)

In the comprehensive exploration of students' oral recitation experiences, it becomes evident that feedback plays a pivotal role in enhancing their oral communication skills. By actively absorbing and internalizing the guidance offered by their teachers, students gain valuable insights into their strengths and areas requiring development in delivering their responses within the classroom

Coping Mechanisms of Grade 12 Students in Transitioning from Modular to In-Person Classes: Oral Recitation in Focus
Continuing with Table 2, significant patterns emerged concerning the strategies utilized by participants to navigate the challenges they faced during oral recitations in their Grade 12 English class. These themes shed light on the various approaches adopted by student participants to address the difficulties encountered during their oral presentations. There were four major themes obtained such as: (1) motivation in learning, (2) employ varied study and not-taking strategies, (3) environment and teaching strategies, (4) approach to learning and self-development. By giving responses, the participants supported and affirmed these themes as being true.

Table 2. Major Themes and Core Ideas on the Coping Mechanisms of Grade 12 Students in Transitioning from Modular to In-Person Classes: Oral Recitation in Focus

Major Themes	Core Ideas
Motivation in Learning	• having the courage to participate when certain to answer • motivating oneself • being eager to recite in class • sharing answers to encourage others • gaining motivation from classmates
Employment of Learning Strategies	• taking note and understanding the lessons • gathering information by asking others • scanning readings before answering • presenting thoughts in a structured manner • elaborating keywords ang phrase • using visualization and self-talk
Conduct of Teaching and Evaluation Strategies	• learning from good teaching practice • translating English questions to more understandable language • practicing with others before the actual recitation activity • receiving suggestions when unsure to answer • avoiding harsh feedback
Utilization of Approach for Learning and Self-Development	• trying to respond even in uncertainties • finding excitement in expressing thoughts • having a calm state of mind • inspiring oneself to do what others can do

For me, you should be confident in answering, especially if you're sure about your response, so you will not feel regretful thinking you were correct. (FGD-03)

One of the primary motivating factors driving students to actively participate in oral recitations is their self-assured confidence. This confidence stems from their firm belief in their ability to respond to questions with accuracy and precision. They are confident in their knowledge and understanding of the subject matter, which leads them to believe that they possess the most accurate answers.

Typically, during oral recitation, I construct my response by incorporating a phrase related to the question. Following this, I present the key concepts and provide a conclusion. (IDI-06)

Furthermore, students identified phrased responses as an effective strategy in oral recitations. They incorporate a phrase or key statement related to the questions being asked, which enhances the structure and coherence of their responses, ultimately contributing to the success of their oral presentations.

The thing that my teacher did during my recitation was really making sure I understood the question properly. If the question was in English, she would explain it in Tagalog or Bisaya just so I could fully comprehend the question... that's why I can also answer because of what my teacher, ma'am, is doing. (IDI-04)

In connection, a similar response supported the observation of this effective teaching as IDI_04 expressed that teachers play supportive by ensuring the clarity of questions, translating when needed, and aiding in effective understanding, which in turn enhances the student's ability to answer questions.

One of my strategies is to always maintain a positive mindset that I can do it. Then, I relax to prevent my voice from trembling when I deliver my answers, aiming for fluency or a smooth delivery. (FGD-05)

By recognizing the active role, they play in their educational journey, students can harness the power of self-directed learning and take charge of their personal growth and academic success.

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Insights of Grade 12 Students in Transitioning from Modular to In-Person Classes: Oral Recitation in Focus

Presented in Table 3 are the primary themes that depict the insights of Grade 12 students regarding their experiences with oral recitations amid the shift from modular to in-person classes. The major themes are (1) strategies for effective learning, (2) supportive environment for knowledge enhancement, (3) build confidence through teacher-student interaction, and (4) learning approach and classroom participation.

Table 3. Major Themes and Core Ideas on the Coping Insights of Grade 12 Students in Transitioning from Modular to In-Person Classes

Major Themes	Core Ideas
Strategies for Effective Learning	• have a self-discipline in learning • be attentive and focused • attend class regularly • take note of details • understand the fundamentals of communication • provide concise and straightforward answers
Supportive Environment for Knowledge Enhancement	• guidance and support from teachers • encourage students to answer questions confidently • avoid laughing to others' answers • avoid being judgmental to others • providing follow-up questions
Build Confidence Through Teacher-Student Interaction	• be confident and relaxed in reciting answers • express your thoughts and ideas openly • not to be concerned with opinion of others • assuring that there is no incorrect responses from students • avoid cutting-off students while answering in front • supporting oneself to boost confidence
Approaches to Classroom Oral Participation	• be considerate to students in repeating answers • specify the topics for oral recitation • be an active listener and be unafraid to seek clarification • avoid dwelling with negative thoughts • avoid putting pressure on oneself

What should we do, study…we must have self-discipline in our studies, just focus, and they must take note of the lessons taught by the teacher, especially the important details. (IDI-01)

Effective learning strategies encompass various approaches, such as engaging in classroom discussions, adopting effective note-taking techniques, mastering time management skills, and more. These strategies were underscored by the study's participants. They emphasized the importance of students concentrating on their learning, exercising self-discipline, and actively immersing themselves in the educational content presented by their teachers.

Their encouragement such as appreciation from the teachers, and cheer from my classmates, are some of my reasons why sometimes I feel inclined to recite in class. It also boosts my confidence. (FGD-04)

A supportive learning environment plays a pivotal role in knowledge enhancement. When learners feel safe, encouraged, and valued in their educational settings, they are more likely to thrive academically and personally. The same holds true for senior high school students, as they emphasized the crucial influence of teachers in developing students' ability to participate in oral recitations.

Maybe it would be to relax yourself, do not think about you cannot answer because that is the reason that the confidence within yourself would be gone. Be confident and relax and do not think about any negative thoughts. (IDI-03)

Moreover, the students who participated in this study expressed that engaging in oral recitations offers valuable benefits for their future development. They recognized that this practice serves as a practical means to combat shyness and build confidence when communicating in front of an audience, a skill that is undeniably advantageous in various aspects of life.

CHAPTER 4: DISCUSSIONS

This chapter provides an overview of the discussions and findings that were drawn from the study's findings, which aimed to shed light on the oral recitation experiences of Grade 12 students as they switched from modular to in-person lectures. In pursuit of the study's objectives, the senior high school students who went through this transition candidly answered all the research questions, resulting in the identification of key themes. These themes were then categorized into three sections. The first section focused on the students' shared experiences related to the transition, the second delved into their coping mechanisms, and the third and final part captured the insights of these participants as they progressed in their journey as language learners in the secondary level. Each theme is reinforced by the authors to establish the credibility of the findings presented.

Experiences of Grade 12 Students Transitioning from Modular to In-Person Classes

In the study's initial phase, participants openly discussed their diverse experiences with oral recitations during the transition from modular to in-person classes in senior high school. They shared challenges arising from the shift between junior and senior high school, navigating the new academic setting and expectations. The analysis of the study's data revealed five thematic elements related to Grade 12 students' oral recitation experiences: (1) overcoming nervousness and anxiety, (2) preparation for oral recitation, (3) improvement of communication skills, (4) adaptation from modular to in-person learning, and (5) learning engagement and benefits of oral recitation.

Navigating oral recitations involves emotional challenges. Initial pressure triggers nervousness, exacerbated by knowledge gaps. Persistent engagement helps students acclimate, developing strategies to overcome fear. Despite challenges, Grade 12 students exhibit resilience amidst heightened anxiety. Resilience is evident as they actively enhance self-confidence through consistent practice. Students' commitment to giving their best demonstrates awareness of intellectual engagement and personal growth. Solutions for addressing the fear of public speaking are highlighted (Hew et al., 2022; Lignes et al., 2020). Emotional diversity during oral recitations contributes to the depth of the learning process (Grieve et al., 2021).

Comprehensive preparation involves studying topics thoroughly and anticipating questions. Reading in advance, deep review, and extracting valuable information build trust in students' capabilities. Diligent preparation is crucial, enhancing confidence and overall performance. Notetaking serves as both a process and product, aiding engagement and providing a valuable resource (Kiewra, Colliot, & Lu, 2018). Study schemes and strategies, along with familiarity with the subject matter, contribute to effective oral presentations (Ovilia, 2018). Readiness transforms anxiety into excitement, emphasizing problem-solving and preparation in advance (Bactol et al., 2023).

Enhancing communication skills involves organizing thoughts coherently and receiving feedback on language usage. Persistence in navigating English intricacies and reliance on stock knowledge reinforce language proficiency. Stressing conciseness, clarity, and precision is vital in both verbal and written communication (Malik, 2018). Notetaking enhances performance in presentations and contributes to mental organization (Rusdiansyah, 2019). A profound comprehension of lesson content is highlighted for effective communication (Rusdiansyah, 2019).

Transitioning from modular to in-person learning poses challenges initially, impacting active engagement in oral activities. Regular practice and exposure enhance students' confidence and skillset. The shift fosters collaborative learning and independence in acquiring new information. Despite challenges, students become more attentive, emphasizing the transformative journey. Challenges include comprehending the cause-and-effect connection between incorrect responses and low scores (Akbari & Sahibzada, 2020). Adapting spoken presentations enhances students' self-assurance, contributing to holistic personal and academic development (Moneva & Cuizon, 2020).

Oral recitations enhance student engagement and foster academic benefits. Genuine interest and encouragement promote expression and critical thinking. Active learning deepens understanding, refines reasoning skills, and encourages contributions to discussions. Teacher guidance and positive feedback are pivotal in nurturing student engagement (Cents-Boonstra et al., 2020). Oral recitation serves as a method for improving students' speaking skills within the context of English language acquisition (Ati & Parmawati, 2022). Recognizing the significance of feedback, whether from teachers or peers, is fundamental for personal and academic development (Amerstorfer & Munster-Kistner, 2021; Waluyo & Rofia, 2021). Positive and constructive feedback improves English proficiency and speaking abilities (Waluyo & Rofia, 2021).

Coping Mechanisms of Grade 12 Students in Transitioning from Modular to In-Person Classes

Due to the clear challenge Grade 12 students face when transitioning from modular to in-person classes in senior high school, the second set of themes primarily revolves around how these students cope with and excel in their oral recitation classroom activities. The thematic analysis of the study data revealed four (4) key themes that represent the coping mechanisms employed by Grade 12

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students during their oral recitations: (1) motivation in learning, (2) employ varied study and not-taking strategies, (3) environment and teaching strategies, (4) approach to learning and self-development.

Motivation is crucial for effective learning, driving active classroom engagement. Internal drive nurtures confidence and eagerness to contribute, creating a positive learning environment. Peer interactions and group dynamics act as motivation catalysts. Affective learning theory (Krashen, 2009) emphasizes emotions, motivation, and values in the learning process. Supportive classroom environments positively impact motivation (Allen et al., 2019). Intrinsic motivation, fueled by personal dedication and curiosity, is a powerful catalyst for excellence (Filgona et al., 2020). Stressing the significance of sharing thoughts with peers underscores motivation's role in improving learning and achieving educational goals (Herpratiwi & Tohir, 2022).

Diverse study strategies, including reviewing materials, keyword familiarization, and visualization, optimize learning experiences (Kim, 2019). Structured studying and familiarity with keywords demonstrate intentional efforts to enhance understanding. Visualization and self-talk boost confidence during oral presentations (Hidayat et al., 2023). Incorporating these strategies highlights the multifaceted nature of effective learning and adaptability in oral recitations (Trila & Anwar, 2019).

Creating an encouraging environment and effective teaching strategies stimulate interest and active engagement. Supportive learning atmospheres, peer interactions, and positive reinforcement enhance motivation (Cardino Jr. & Dela Cruz, 2020). Encouraging self-reliant critical thinking and knowledge development is essential (Kalin & Steh, 2018). Thoughtful teaching strategies and a positive classroom environment nurture a love for learning and academic excellence (Mezirow, 1978; Gador et al., 2022).

Proactive learning and self-development contribute to personal growth and academic advancement. Early engagement in speaking activities lays the groundwork for confidence and proficiency (Moneva, Acibra, & Monding, 2020). Proactive approaches cultivate a mindset conducive to continuous improvement. Maintaining composure and confidence in speaking engagements highlights emotional intelligence and effective communication skills (Moneva & Cuizon, 2020). Observational learning from classmates and collaborative efforts enhance individual understanding and contribute to holistic personal growth (Brandt, 2020).

Insights of Grade 12 Students as They Transition from Modular to In-Person Class: Oral Recitation in Focus
The final collection of themes encapsulated the perceptions of the Grade 12 students as they contemplated their complete journey from modular to in-person classes. The analysis of the study data revealed four distinct themes that align with the observations and realizations made by Grade 12 students as they adapted to their new circumstances. These are: (1) strategies for effective learning, (2) supportive environment for knowledge enhancement, (3) build confidence through teacher-student interaction, and (4) learning approach and classroom participation.

Effective learning strategies, including self-discipline, active listening, and a positive mindset, are essential for academic success. Almoslamani (2020) emphasizes the predictive role of specific learning strategies, such as microstrategies, in student achievement. Unfavorable practices like cheating are discouraged, highlighting the importance of cultivating a positive and inclusive learning environment (Walter, DeBernardi, & Dahl, 2022). Self-discipline in study routines and the interconnectedness of self-efficacy and self-discipline are crucial for productivity and goal attainment (Ma, 2022).

Creating a supportive learning environment, guided by teachers, enhances knowledge acquisition and real-world application of skills. Filgona et al. (2020) stress the importance of teachers fostering an active learning environment. Oral recitation skills extend beyond the classroom, impacting job-related communication skills (Ningsih, Mariyati, & Susanti, 2023). A comprehensive learning environment, combining theoretical understanding with practical applications, prepares students for real-world challenges (Datnow et al., 2020).

Teacher-student interaction is crucial for building confidence and creating a conducive learning environment. Nyborg et al. (2022) highlight the teacher's role in guiding shy students and managing learning anxiety. Empathy-filled interactions and avoiding actions undermining self-esteem contribute to positive teacher-student relationships (Kaufman & Sandilos, 2023). Overcoming shyness fosters not only academic performance but also life skills for the future (Guzik, 2019).

Effective learning approaches and participation strategies contribute to academic growth. Hutabarat & Simanjutak (2019) identify factors influencing oral recitations, including the learning environment and fear of feedback. Students suggest an empathetic and inclusive approach to encourage participation (Melinda & Tan, 2020). Multiple opportunities for student responses and effective questioning alleviate pressure, fostering a supportive classroom environment (Anastasio & Ingram, 2018).

Implication for Teaching Practice

This study reveals the challenges Grade 12 students face when transitioning from remote to in-person learning, particularly in oral recitations. The findings underscore the importance of addressing students' anxiety and self-consciousness, exacerbated by the pandemic, during oral sessions. To support students, teachers should implement strategies like regular practice, fostering secure environments, and organizing "Speech Mastery Workshops." These specialized workshops provide a supportive space for students to enhance their communication skills, crucial not only academically but also in broader contexts. Teachers need training in emotional understanding and active listening. Encouraging students to anticipate queries, promoting effective study techniques, and providing constructive criticism further enhance communication skills. Creating a classroom ambiance of kindness and positive interactions empowers students to express ideas confidently. Recognizing the real-world relevance of oral communication motivates students to invest in honing these skills, preparing them comprehensively for the future.

Recommendations for Further Research

The transition occurred amidst the COVID-19 pandemic, disrupting traditional education, making a longitudinal study advisable to understand the long-term impact. Recommendations include tracking students' academic performance, confidence in oral recitations, and communication skills over several years. Additionally, the research highlights effective learning strategies and suggests evaluating innovative teaching methods such as gamified learning, flipped classrooms, and peer-to-peer mentoring. Mental health implications of the transition, including anxiety and self-consciousness, should be explored, identifying coping mechanisms and factors contributing to resilience. Lastly, the recommendations encompass a broad spectrum, from the pandemic's long-term impact on education to teacher training, technology's influence, cultural differences, innovative teaching strategies, and student mental health, contributing to a comprehensive understanding of oral recitation experiences and informing future educational policies.

Concluding Remarks

In essence, my research journey has been a rewarding exploration that has enriched my role as an English teacher and researcher in education. It has not only bolstered my independence but prompted a reassessment of teaching strategies to alleviate student anxiety during oral recitations. The study has been personally and professionally transformative, providing valuable insights into students' experiences, highlighting their resilience in managing challenges, refining communication skills, and showcasing the profound impact of seemingly simple recitations on personal growth. Moreover, the research deepened my understanding of the challenges students face during the transition from distant learning to in-person classes. I am grateful for this opportunity and aim to share the gained awareness with fellow teachers, advocating for a supportive environment that nurtures students' confidence in oral communication. Ultimately, I believe this study can inspire educators to continually improve their teaching methods and prioritize the development of students' communication skills, recognizing our pivotal role in empowering them to express themselves effectively.

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