Evaluating the Effectiveness of Cici in Enhancing the Communication Skills of Education Students in MSU-Sultan Naga Dimaporo

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ABSTRACT

In the 21st century, students increasingly rely on AI to enhance their skills. However, many students still struggle to strengthen their communication skills. This shows the need to study how AI can be effectively used in enhancing their communication skills. Thus, this study evaluated the effectiveness of Cici AI in enhancing the communication skills of education students at Mindanao State University – Sultan Naga Dimaporo. An experimental research design was used, employing pre-survey, post-survey, and pre-test and post-test instruments. The respondents of the study were 20 first year BSED English students officially enrolled during the Academic year 2025-2026. After the intervention of Cici. Results showed that students already had effective communication skills before the intervention through pre-survey. In the pre-test, most students demonstrated very good in terms of listening and good in writing. In the post-survey results showed a slight improvement in their perceptions after using Cici. In the post-test, most of the respondents performed excellent in listening and good in writing skills. Furthermore, Wilcoxon signed-rank test confirmed that there was a significant difference between pre-test and post-test scores in listening skills, indicating that Cici helped enhance listening skills. However, the t-test confirmed that there is no significant difference observed in writing skills. This study concludes that Cici AI can effectively enhance communication skills, particularly in listening skills. However, its effect on writing skills is not significantly improved. It implies that integrating AI tools helps in enhancing skills, writing may enhance more from extended use, targeted writing activities, and regular feedback.

Keywords: Cici, AI, Communication Skills, Writing Skills, Listening Skill

INTRODUCTION

Communication skills are essential for success in both personal and professional settings. These skills enable individuals to express ideas clearly, build meaningful relationships, and achieve their goals effectively. In educational contexts, communication is considered a foundational competency that influences academic performance, collaboration, and personal development. Effective communication empowers learners to participate actively in discussions, engage in critical thinking, and adapt confidently in various social and professional environments (EduBridge, 2023; Campbell, 2023).

Despite its importance, many students continue to face challenges in developing strong communication skills. Difficulties in expressing thoughts, organizing ideas, and interacting effectively with others may result in misunderstandings, weakened relationships, and missed opportunities for growth. For education students in particular, communication skills are highly significant, as these abilities directly affect their future roles as educators, facilitators, and leaders in learning environments. The growing demand for effective communication in modern education highlights the need for innovative approaches that can support students in strengthening these competencies.

One emerging approach is the integration of Artificial Intelligence (AI) into education. Artificial Intelligence is a branch of computer science focused on creating systems capable of performing tasks that typically require

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human intelligence, such as learning, reasoning, problem-solving, and language understanding (Glover, 2024). In recent years, AI-powered tools have become increasingly accessible and are now widely used in educational settings to enhance teaching and learning experiences. Applications such as automated feedback systems, intelligent tutoring, and virtual assistants provide learners with personalized support and opportunities for skill development.

Among these innovations is Cici AI, an intelligent virtual assistant designed to interact with users in a natural and intuitive manner. This AI-powered platform has gained attention for its ability to assist individuals in communication, problem-solving, and knowledge acquisition (AI Wonders World, 2024). By offering immediate responses and adaptive support, Cici AI presents potential as a tool for improving communication skills among students.

Several studies have explored the role of AI in enhancing human abilities and educational outcomes. For instance, Giraud et al. (2022) found that AI can strengthen decision-making and provide data-driven insights, allowing individuals to focus on higher-level cognitive tasks. Similarly, Lund and Wang (2023) examined the use of AI-powered tools such as ChatGPT in academic and library contexts, highlighting their capacity to improve processes such as data analysis, literature review, and summarization. However, their study also raised ethical concerns regarding privacy, bias, and responsible AI use. Furthermore, Thohir et al. (2024) investigated the integration of QuillBot in writing instruction and found improvements in students' paraphrasing skills, motivation, and learning efficiency.

While these studies demonstrate the potential of AI in education, they primarily focus on managerial skills, academic research, and writing instruction. Limited research has examined the use of AI tools specifically for improving communication skills among education students. Moreover, studies exploring the effectiveness of Cici AI in higher education contexts remain scarce. This gap underscores the need for further investigation into how AI-powered virtual assistants can contribute to students' communication development.

Thus, this study aims to evaluate the effectiveness of Cici AI in enhancing the communication skills of education students at Mindanao State University-Sultan Naga Dimaporo. By analyzing students' experiences and perceptions of using Cici AI, this research seeks to determine whether AI tools can be effectively integrated into education to support communication skill development.

Null Hypothesis

The hypotheses were tested at 0.05 level of significance.

***Ho1*:** There is no significant difference between the communication skills of the respondents before and after using Cici in terms of listening skills.

***Ho2*:** There is no significant difference between the communication skills of the respondents before and after using Cici in terms of writing skills.

Objectives of the Study

This study aimed to evaluate the effectiveness of Cici in enhancing the communication skills of first year BSED English students of MSU-SND.

Specifically, it aimed to:

1. determine the demographic profile of the respondents in terms of age, and gender;

2. assess the perception of the respondents towards their communication skills before and after using Cici;

3. evaluate the communication skills of the respondents before and after using Cici; and

4. determine if there is a significant difference between the communication skills of the respondents before and after using Cici in terms of listening and writing skills.

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MATERIALS AND METHODS

This study employed an experimental research design to evaluate the effectiveness of Cici AI in enhancing the communication skills of first-year BSEd English students at Mindanao State University–Sultan Naga Dimaporo. A pre-test and post-test design was used to measure changes in students' communication skills before and after the intervention.

The study was conducted at MSU–SND, specifically involving first-year Bachelor of Secondary Education major in English students. The respondents were selected using purposive sampling, consisting of 20 students enrolled in the Academic Year 2025–2026. Twenty (20) first year BSED English students were purposively chosen because communication skills are essential in their field as future English language teachers.

The research instruments included a pre-survey, post-survey, pre-test, and post-test. The surveys measured students' perceived communication skills using a 4-point Likert scale. The pre-test and post-test assessed listening and writing skills, where listening consisted of a short audio story followed by multiple-choice questions and writing consisted of essay questions. Writing outputs were evaluated by two professional raters using a rubric with four criteria.

Prior to data collection, the instruments underwent pilot testing at Sultan Naga Dimaporo Memorial Integrated School to ensure validity and reliability. Necessary revisions were made based on the results.

Data collection involved securing ethical approval, administering pre-tests and surveys, implementing the Cici AI intervention, and then conducting post-tests and post-surveys. Student interactions with Cici AI were monitored to ensure compliance.

For data analysis, the study used frequency and percentage distribution, mean, weighted mean, Cronbach's alpha, KR-20, Shapiro-Wilk test, Wilcoxon signed-rank test, and paired t-test to analyze the data and determine the effectiveness of Cici AI.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Age

Table 4.1 presents the frequency and percentage distribution of respondents by age. It shows that nineteen (19) or 95.00% of the respondents are aged eighteen to twenty (18-20) years, and one (1) or 5.00% of the respondents is aged twenty-four (24) years old. Therefore, the results indicate that most respondents are aged eighteen to twenty (18-20) years, while one respondent is aged twenty-four (24) years. This indicates that the majority of the respondents belong to the younger age group, particularly Gen Z.

This finding aligns with Chan and Lee (2023) who describe individuals born between 1995 to 2012 or age thirteen (13) to thirty (30), also known as the Gen Z, are the first generation to grow up with constant access to digital technology, social media, and the internet, which is why they are called the "Digital-first" and "Technoholic". Also, Gen Z is more likely to embrace AI in their daily life as they believe that AI can enhance their efficiency, connectivity access to information. Additionally, Gen Z's preferences learning aligns with the functions of artificial intelligence.

Table 4.1 Frequency and Percentage Distribution of Age Profile of the Respondents (n=20).

AGE	FREQUENCY (f)	PERCENTAGE (%)
18-20	19	95.00
21-23	0	0
24 Above	1	5.00

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Gender

Table 4.2 presents the frequency and percentage distribution of the respondents according to their gender. The table shows that fifteen (15) or 75.00% of the respondents are female, and five (5) or 25.00% of the respondents are male. The findings show that most of the respondents are female. Gender may play a role in students' attitudes toward AI tools like Cici.

This observation aligns with the findings of Kozak et al. (2024), who reported that male students have a higher level of trust in AI than Female Students. Also, both males and females in the UK show a higher trust in AI compared to students from Poland. It shows that male students tend to trust AI in terms of its reliability, functionality and usefulness. On the other hand, females have lower trust in AI compared to males. Female students have lower trust in the reliability, functionality, and usefulness of AI. This indicates that females may engage AI tools more cautiously, potentially affecting how they utilize AI tools like Cici.

Table 4.2 Frequency and Percentage Distribution of Gender Profile of the Respondents (n=20).

GENDER	FREQUENCY (F)	PERCENTAGE (%)
F	15	75.00
M	5	25.00

Perception of the Respondents Towards Their Communication Skills

Before Using Cici AI

Table 4.3 represents the results of the perception of the respondents towards their communication skills before using Cici. As seen in the table, the grand weighted mean is 2.58 with a corresponding verbal interpretation of Effective. The respondents already demonstrated effective communication skills before using Cici. The table shows that indicator ten (10), "I enjoy listening tasks that improve my academic and communication skills." obtained the highest mean of 3.45 and was verbally interpreted as Highly Effective. This means that most of the respondents enjoy listening tasks that enhance their academic and communication abilities. However, indicator four (4), "I can understand conversations in noisy or distracting environments," with a mean of 2.15 the lowest, is interpreted as Slightly Effective. This means that most of the respondents struggle to understand conversations when there are distractions or noise. Although the respondents demonstrated effective communication skills before using Cici, improvement was still needed in organizing written outputs and maintaining focus in noisy environments.

EduBridge (2023) emphasizes that communication is a fundamental skill. It transcends the classroom and influences every aspect of a young person's life. Whether at school, at home, or in the wider world, effective communication plays a pivotal role in personal growth, educational success, and social development also highlights the importance of active listening as a key skill that helps students focus, retain information, and respond appropriately during discussions. In addition, the article emphasizes that writing and digital communication skills are important components of overall communication competence and are necessary for success in academic and professional contexts. This supports the findings of the study.

According to Carrie (2024), Communication skills are essential for success in both personal and professional settings. Research shows that individuals with strong communication abilities are better equipped to build relationships, resolve conflicts, and lead effectively.

The results indicate that students already have effective communication skill, particularly in listening. However, there are also areas that students find it difficult, like listening in noisy environments. This means that more attention should be given to improve these areas.

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Table 4.3 Weighted Mean of the Perception of the Respondents Towards their Communication Skills Before Using Cici (n=20).

Indicators	**Weighted Mean**	**Verbal Interpretation**
1. I can identify the tone and emotions of the speaker.	3.25	Effective
2. I remember important details from class discussions	3.00	Effective
3. I remember key points from what I've listened to	2.85	Effective
4. I can understand conversations in noisy or distracting environments.	2.15	Slightly Effective
5. I listen carefully during group work and respond appropriately.	3.25	Effective
6. I can summarize what I heard accurately in my own words.	2.75	Effective
7. I can distinguish between fact and opinion when listening.	2.90	Effective
8. I find it easy to concentrate during audio or video lessons.	2.60	Effective
9. I feel confident during listening assessments or oral instructions.	2.90	Effective
10. I enjoy listening tasks that improve my academic and communication skills.	3.45	Highly Effective
11. I can write clear explanations of lessons or topics in English.	2.65	Effective
12. I organize my ideas effectively when writing academic tasks.	2.70	Effective
13. I use correct grammar, punctuation, and spelling in my written schoolwork.	2.65	Effective
14. I feel writing in English as a future teacher.	2.90	Effective
15. I can write formal academic outputs such as essays, lesson reflections, or reports.	2.80	Effective
16. I can express my thoughts clearly in writing.	3.00	Effective
17. I can express my opinions and teaching reflections clearly in writing.	3.00	Effective
18. I feel comfortable completing writing tasks related to teaching and communication.	3.15	Effective
19. I can write outputs that are appropriate for educational settings.	2.95	Effective
20. I know how to create strong introductions and conclusions.	2.40	Slightly Effective
Grand Weighted Mean	**2.58**	**Effective**

After Using Cici AI

Table 4.4 shows the weighted mean of the perception of the respondents towards their communication skills after using Cici. As seen in the table, the grand weighted mean is 2.96 with a corresponding verbal interpretation of Effective. This indicates that after using Cici, the students still perceive their communication skills as effective, with some improvements in certain areas. The table shows that indicator sixteen (16), "I can express my thoughts clearly in writing," obtained the highest mean of 3.35 and was verbally interpreted as Highly Effective. This shows that most of the respondents are able to express their thoughts clearly in writing, indicating that Cici helped enhance these skills. The lowest indicator is indicator four (4), "I can understand conversations in noisy or distracting environments," which has the lowest mean of 2.05, interpreted as Slightly Effective. After the intervention, the results show that the students' perception of their communication skills increased from a grand weighted mean of 2.58 before using Cici to 2.96 after using Cici. This suggests that Cici had a positive impact on the students' communication skills, particularly in listening, writing, and expressing ideas clearly.

Communication skills are essential for success in both personal and professional settings. Carrie (2024) noted that individuals with strong communication abilities are better equipped to build relationships, resolve conflicts, and lead effectively. Similarly, Purplesquirrelusa (2023) emphasizes that mastering communication skills boosts productivity and fosters career growth. Also, effective communication strengthens workplace relationships, leading to better teamwork and overall performance.

These studies highlight the importance of enhancing communication skills and support the observation that

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students showed improved engagement and confidence after using Cici. The findings revealed improvement in specific listening and writing areas while the overall perception remained effective. Despite the improvement, some challenges remained, such as understanding conversation in noisy environments. These areas may still require need more attention not only for the students also for their learning environments.

Table 4.4 Weighted Mean of the Communication Skills of the Respondents After Using Cici (n=20).

Indicators	**Weighted Mean**	**Verbal Interpretation**
1. I can identify the tone and emotions of the speaker.	3.20	Effective
2. I remember important details from class discussions	2.80	Effective
3. I remember key points from what I've listened to	3.05	Effective
4. I can understand conversations in noisy or distracting environments.	2.05	Slightly Effective
5. I listen carefully during group work and respond appropriately.	3.25	Effective
6. I can summarize what I heard accurately in my own words.	2.90	Effective
7. I can distinguish between fact and opinion when listening.	3.25	Effective
8. I find it easy to concentrate during audio or video lessons.	2.55	Effective
9. I feel confident during listening assessments or oral instructions.	3.00	Effective
10. I enjoy listening tasks that improve my academic and communication skills.	3.30	Highly Effective
11. I can write clear explanations of lessons or topics in English.	2.90	Effective
12. I organize my ideas effectively when writing academic tasks.	3.10	Effective
13. I use correct grammar, punctuation, and spelling in my written schoolwork.	2.80	Effective
14. I feel confident writing in English as a future teacher.	2.90	Effective
15. I can write formal academic outputs such as essays, lesson reflections, or reports.	2.90	Effective
16. I can express my thoughts clearly in writing.	3.35	Highly Effective
17. I can express my opinions and teaching reflections clearly in writing.	3.20	Effective
18. I feel comfortable completing writing tasks related to teaching and communication.	3.05	Effective
19. I can write outputs that are appropriate for educational settings.	2.95	Effective
20. I know how to create strong introductions and conclusions.	2.60	Effective
Grand Weighted Mean	**2.96**	**Effective**

Communication Skills Before and After Using Cici

Listening Skills

Table 4.5 shows the frequency and percentage distribution of the communication skills before and after using Cici AI in terms of listening skills.

In the pre-test, fourteen (14) or 70.00% got a score of seven to eight (7–8) with an interpretation of Very Good. Three (3) or 15.00% got a score of five to six (5–6) with an interpretation of Good. One (1) or 5.00% got nine to ten (9–10) with an interpretation of Excellent, one (1) or 5.00% got a score of three to four (3–4) with verbal interpretation of Fair, and lastly, one (1) or 5.00% got a score of one to two (1–2) with verbal interpretation of Poor. Meanwhile, in the post-test, twelve (12) or 60.00% scored nine to ten (9–10) with an interpretation of Excellent, and eight (8) or 40% scored seven to eight (7–8) and interpreted as Very Good.

These results support Qiao and Zhao (2023), who found that students who utilized AI applications improved their speaking skills and gained stronger self-regulation than those who received traditional teaching. Similarly, Muthmainnah (2024) discovered that using AI-CiciBot resulted a major improvement in students oral communication skills. This improvement was linked to real time feedback and personalized practice. These findings show that Cici can enhance students' listening skills. Continuous practice and feedback are necessary

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for improvement. This demonstrates the role of AI in promoting autonomous learning through personalized and engaging experience. Integrating AI tools in lessons and providing quiet and conducive environments may maximize improvement.

Table 4.5 Frequency and Percentage Distribution of the Listening Skills Before and After Using Cici (n=20).

Score range	Pre-Test		Post-Test		Verbal Interpretation
	Frequency	Percentage	Frequency	Percentage	
9-10	1	5.00	12	60.00	Excellent
7-8	14	70.00	8	40.00	Very Good
5-6	3	15.00	0	0	Good
3-4	1	5.00	0	0	Fair
1-2	1	5.00	0	0	Poor

Writing Skills

Table 4.6 represents the frequency and percentage distribution of the communication skills before and after using Cici in terms of writing skills. In the pre-test, seventeen (17) or 85.00% got a score ranging from 2.61 to 3.40 with an interpretation of Good. Three (3) or 15.00% got a score ranging from 1.81 to 2.60 with an interpretation of Fair. No one got a score ranging from 3.41 to 4.20 Very Good, 4.21 to 5.00 Excellent, or 1.00 to 1.80 Poor. Meanwhile, in the post-test, thirteen (13) or 65.00% got a score ranging from 2.61 to 3.40 with an interpretation of Good. Four (4) or 20.00% got a score ranging from 3.41 to 4.20 with an interpretation of Very Good. Three (3) or 15.00% got a score ranging from 1.81 to 2.60 with an interpretation of Fair. No one got a score ranging from 4.21 to 5.00 Excellent or 1.00 to 1.80 Poor. This result is supported by the study of Muzaffar and Qadeer (2022) found that after technology-based teaching or intervention of technology, the young EFL learners decreased their writing apprehension. The study also found that after the intervention, most of the learners had an improvement in their writing performance. This is also supported by Rusmiyanto et al. (2023), AI offers personalized and interactive experiences that help the student improve their speaking, listening, reading, and writing skills. Also, AI-powered tools such as speech recognition systems, chatbots, and virtual tutors have proven to be effective in facilitating real time feedback and personalized learning pathways which contribute to better communication skills. This finding shows the need for greater focus on writing skills development. This suggests that AI requires proper guidance and sufficient practice to become more effective. This can be achieved through teacher guidance and integrating AI-assisted activities in classes. Furthermore, teachers can use AI to help students continuously improve their writing skills, while schools should ensure internet accessibility for students.

Table 4.6 Frequency and Percentage Distribution of the Writing Skills Before and After Using Cici (n=20).

Score range	Pre-Test		Post-Test		Verbal Interpretation
	Frequency	Percentage	Frequency	Percentage	
4.21-5.00	0	0	0	0	Excellent
3.41-4.20	0	0	4	20	Very Good
2.61-3.40	17	85	13	65	Good
1.81-2.60	3	15	3	15	Fair
1.00-1.80	0	0	0	0	Poor

Difference of the Pre-test and Post-test Scores

Listening Skills

Table 4.7 presents the difference in the respondents' scores in terms of listening skills. Using the Wilcoxon Rank Sign Test, the result shows that the p-value is <.001, which is less than the significance level 0.05. This means that the null hypothesis is rejected, indicating that there is a significant difference between the pre-test and post-test scores in terms of listening skills.

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This aligns with Rusmiyanto et al. (2023), who found that AI offers personalized and interactive experiences that help student improve their speaking, listening, reading, and writing skills. Also, AI-powered tools such as speech recognition systems, chatbots, and virtual tutors have proven to be effective in facilitating real-time feedback and personalized learning pathways, which contribute to better communication skills. In contrast, Bernales and Fortuna (2024) conducted a study in Bacolod City where they examine the utilization of Cici AI among Gen Z STEM students and its correlation to academic performance. The study found high usage and positive perception of Cici AI but no significant relationship with students' General Weighted Average (GWA). These results confirm that Cici AI can significantly improve the listening skills supported by the previous study.

Table 4.7 Difference of the Respondents' Scores in Terms of Listening Skills (n=20).

p-value	Degree of Freedom	Level of Significance
<.001**	19.0	0.05

**=significant

Writing Skills

Table 4.8 presents the difference in pre-test and post-test scores in terms of writing skills. Using the Paired T-test, the result shows that the p-value is 0.360, which is greater than the significance level 0.05. This means that the null hypothesis is accepted, indicating that there is no significant difference between the pre-test and post-test scores in terms of writing skills. This indicates that Cici had a minimal effect on students' writing performance within the study period.

This contrasts with Muzaffar and Qadeer (2022), who reported that technology-based teaching significantly reduced writing apprehension of young EFL learners and showed improvement in writing performance with the help of modern technology. This result suggests that writing may need longer exposure to AI practice to show measurable improvement.

Table 4.8 Difference of the Respondents' Scores in Terms of Writing Skills (n=20).

p-value	Degree of Freedom	Level of Significance
0.360^{ns}	19	0.05

ns=not significant

CONCLUSION

This study aimed to evaluate the effectiveness of Cici in enhancing the communication skills, specifically listening and writing skills, of first-year BSED English students at MSU-SND. Based on the findings, it reveals that even before the intervention, the students already had effective communication skills, as shown in the grand weighted mean of the pre-survey. After the intervention, the grand weighted mean of the post-survey increased, indicating that their communication skills improved following the use of Cici.

In evaluating their listening and writing skills, the results revealed a notable improvement in listening. The Wilcoxon signed-rank test indicated a significant difference between the pre-test and post-test scores for listening, confirming that the respondents improved their listening skills. In contrast, the respondents showed only minimal improvement in writing. The Paired T-test showed no statistically significant difference between the pre-test and post-test scores for writing. This indicates that while there was some improvement, it was not statistically to be considered significant.

The results confirmed that Cici AI effectively enhanced listening skills. After using Cici, the students maintained effective communication competence while showing improvement in specific areas.

The study also identified the underlying reasons for certain challenges in communication skills. These include difficulty focusing in noisy environments and uncertainty in writing strong introductions and conclusions. Addressing these areas is important for achieving higher levels of communication proficiency.

The findings revealed that Cici AI improved students' confidence and listening performance. The limited improvement in writing indicates that writing skills require longer practice, teacher guidance, and continuous effort. A longer intervention period and more writing-focused activities may help produce more significant improvements in students' writing skills. In conclusion, the study demonstrates that AI tools like Cici can support teachers by providing students with additional opportunities to strengthen their communication skills.

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