ENHANCING THE SENTENCE CONSTRUCTION SKILLS OF TVL STUDENTS THROUGH INSTRUCT, INTEGRATE, INVOLVE (3I'S) METHOD

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ABSTRACT

The ability to communicate entails skill in speaking and confidence. The two can only be achieved when a person is grammatically competent. While some students might be effective English speakers, guidance is still required to become effective authors. Likewise, many students in the Philippines have poor writing abilities as revealed in the results of 2012 National Career Assessment Examination. Thus, the sentence construction is needed. In the academic setting, the researcher observed that not all K-12 Technical-Vocational-Livelihood Strand students are grammatically competent yet. These students have been studying English for 11 years and only a few are communicating their emotions or ideas in class confidently and fluently while many do not speak although they have ideas on mind. Evidently, written tests support this weakness. During assessment subject verb agreement, parts of speech, identifying error and essay writing, students can hardly give the correct verb nor construct grammatically correct statements. For this reason, the researcher desires to improve the grammatical competence of these learners. The action research making use of the One Group Pretest Posttest template was carried out to assess the efficacy of the Instruct, Integrate, Involve (3I's) Method in enhancing the sentence construction of Sto. Tomas Senior High School's 25 TVL students for the 2019-2020 school year. A one-tailed t-test on population indicates the use of paired samples was done to fulfill the study objective. This is suitable statistical treatment to be used since the pretest and posttest scores of the respondents are examples of related variables. It is tested in the one-tailed t-test the alternative hypothesis that the mean posttest scores of the respondents is significantly greater than their mean pretest scores. Hence, knowledge building about how the various grammar rules are shaped is a must achieve the desired result. It is not an easy process to create this understanding of grammar skills. The array of ways and uses confuses learners of the English language. Every day they learn new grammar rules but when they speak or write in English, they have trouble applying them. That is why the researcher wants to propose the Instruct, Integrate, Involve (3I's) Method to enhance the sentence construction of these students. This is a method which will enhance the sentence construction skills by leaning the Subject-verb Agreement Rules and applying these in constructing grammatically correct sentence.

Keywords: Sentence Construction, One-tailed t-test, 3Is Method, School-wide Enrichment Program

INTRODUCTION

Among the authors with learning difficulties, one aspect of writing that can be particularly problematic, creating both academic and behavioral problems, is the creation of sentences. Sentences are the building blocks of coherent and efficient writing, and a critical ability that characterizes skilled writing is the creation of syntactically accurate and complex sentences. Unfortunately, this vital ability is fought by many students with learning disabilities. Such students

can produce lesser-worded sentences, less syntactic complexity, and more spelling and grammar errors than their normal peers. Improving sentence building capacity with empirically based approaches is important for researchers and teachers of children with more comprehension needed. A method for teaching sentence construction, called Instruct, Integrate, Involve Method, is discussed in this study and current research is summarized providing support for the use of sentence construction as a tool for enhancing sentence construction performance, overall writing quality, and quantity of revisions. Eventually, it addresses possible directions for the sentence integrating analysis.

Several young people in the United States drop out of high school each year because they lack both reading and writing skills (Waguey, 2014), In the Philippines as revealed in the National Career Assessment Examination results for 2012 many Filipino students have low writing skills. The researcher found, in the academic environment, that not all Technical-Vocational-Livelihood students are grammatically competent yet. These students have been studying English for 11 years and only a few are confidently and fluently expressing their feelings or ideas in class while others are not speaking while they have ideas in mind. Palpably written tests underpin this vulnerability. Students can hardly send the correct verb or create grammatically correct statements during the evaluation of subject verb agreement, parts of expression, recognition error as well as essay writing. Furthermore, it is perceived that grammar is complex in nature. There are numerable rules which are needed to be learned and applied. According to Krohn (2011), mastery is salient to effectively communicate and great decision making on appropriateness of words and syntax is needed in constructing sentences to be spoken. Hesitation emerges when a person is not confident to speak up due to confusion whether the sentence formation is correct or erroneous. Of this purpose the researcher wishes to develop these learners' grammatical skills. Knowledge building on how the various grammar rules are shaped is a must to achieve the desired result. It is not a simple process to

generate the grammar information understanding. The variety of forms and usages confuses learners of the English language. Every day they learn new grammar rules but when they speak or write in English, they have trouble applying them. That is why, the researcher wants to propose the Instruct, Integrate, Involve (3I's) Method to enhance these students' sentence construction. It is an approach that will develop the building skills of sentences by relying on the Subject-verb Agreement Rules and using them in the construction of grammatically correct sentences.

OBJECTIVES OF THE STUDY

The main aim of the study was to determine the effectiveness of Instruct, Integrate Involve Method to the Sentence Construction Skills of the TVL students. Specifically, this study provided achievement to the following objectives: 1) to determine the level of sentence construction skills of TVL students both in control and experimental groups in sentence constructions before and after their exposure to Instruct, Integrate and Involve Method; 2) to determine the skill level of TVL students both in the control and experimental groups in sentence constructions after the Instruct Integrate Involve method; and 3) to determine the extent of efficacy and efficiency of Instruct, Integrate, Involve Method

METHODOLOGY

This study employed the qualitative study as it intended to make a progressive plan for the schools of Division of Batangas Province both public and private schools. In selecting study participants, the researchers used a purposive sampling method to achieve the required data. The design of this study was experimental two-group design. The respondents of the study were 25 Technical-Vocational-Livelihood (TVL) Track students from the Information Communication and Technology and Home Economic strand of Sto. Tomas Senior High School for S.Y. 2019-2020.

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The respondents considered in the study were the students who obtained first quarter grade of 74 and below. The two strands were matched and were called Sections A and B. Tossing of the coin was used to determine which of the two was the experimental and controlled group. The matching was done based on first quarter grades in Reading and Writing and the results of the pre-test made by the researchers. The number of students for both groups was determined after the matching. Then, randomization was used to assign students for both groups.

The researcher made the first instrument by browsing various resources which were important to this analysis. Afterwards, the researcher conducted interviews and surveys to the respondents to come up with the most reliable information and analyzed that information through Content Analysis. Before the 25-item test questionnaire was performed, letter of approval was sent to the office of the school head of Sto. Tomas Senior High School for authorization for the researcher to distribute the questionnaires and to collect the necessary data. Upon proper approval, the survey questionnaires were distributed among the respondents and retrieved a week after. In determining the effectiveness of Instruct, Integrate Involve Method to the Sentence Construction Skills of the Technical-Vocational-Livelihood Strand students, a one-tailed t-test on population indicates the use of paired samples was done to fulfill the study objective.

This was suitable statistical treatment to be used since the pretest and posttest scores of the respondents were examples of related variables. It was tested in the one-tailed t-test the alternative hypothesis that the mean posttest scores of the respondents was significantly greater than their mean pretest scores. The research questions were dealt with using the following statistical tools. The problem on the level of performance both before and after the implementation of the strategy was dealt with by using mean. The problem on the number of students with improved performance was dealt with using frequency.

RESULTS AND DISCUSSION

This part dealt with the discussion of the results and analysis and reflection of the data gathered related to the problems in the study.

1. Level of Sentence Construction Skills of TVL Students both in Control and Experimental Groups in Sentence Constructions before and after their Exposure to Instruct, Integrate and Involve Method

Table 1 shows the individual scores of respondents during pretest and post-test of the study.

Table 1
Pretest and Posttest Scores of TVL students on Sentence Construction

Respondents	Pretest	Posttest	DR
Student A	12	21	9
Student B	21	20	1
Student C	18	22	4
Student D	19	19	0
Student E	14	17	3
Student F	11	20	9
Student G	9	14	5
Student H	19	17	2
Student I	21	23	2
Student J	23	23	0
Student K	17	14	3
Student L	12	24	12
Student M	13	23	10
Student N	10	15	5
Student O	24	21	3
Student P	22	23	1
Student Q	12	19	7
Student R	15	17	2
Student S	15	18	3
Student T	17	19	2
Student U	16	18	2
Student V	18	22	4
Student W	18	23	5
Student X	23	21	2
Student Y	22	22	0
Mean	**16.84**	**19.8**	

The table shows that during the pretest the highest score obtained by the student is 24 described as very high and the lowest score was 9 described as low. It can be gleaned from the table that during the posttest the highest score obtained by the student was 24 described as very high. It was also evident in the table that the levels of skills on sentence construction of the students during the pretest were 406 as signified by the mean score of 19.8. This means that the students have a lot of mistakes on the sentence construction. Further, they cannot correctly identify which verb to be used in constructing a sentence. This corroborates with the study of Spencer (2012) that if writing is a relatively new experience, inconsistencies of grammar and mistakes in grammar arise and cause confusion in the mind of the learner. On the other hand, it can be seen that during the posttest, the students' level of skills is 468 as indicated by the mean score of 16.84. This means that the students have increased their knowledge of constructing correct sentences. Therefore, after the intervention, the students have shown better Hence, the result shows that the skills of the students in sentence construction had improved after their exposure to Instruct, Integrate and Involve Method. This further reinforced Ellis's idea (2013), which notes that teaching grammar plays an essential role in learning a second language. The teacher must be able to identify which grammar points for his/her students to concentrate on and how to teach it.

Table 2
Summary of the Pre – Test and Post Test of the Control and Experimental group

Controlled Group	Experimental Group	Difference
76.15%	64.77%	11.38%

The table shows the summary of pretest and post-test. There was 76.15 percent result in controlled group, and 64. 77% in experimental group. Based on the outcome, there was 11.38 percent difference. In an experiment the control group and the experimental group were correlated with each other. The only difference between the two groups was that within the experimental community, the independent variable was modified. Within the control group the independent variable was regulated or held constant. In this study, the controlled group were the TVL classes who gained less than 75 per cent in their exam result, while the experimental group were the students who failed on the remedial exam given by the subject teacher. During an experiment it contrasted data from an experimental group with data from a control group. Such two groups were similar in all ways except one: the distinction between a control group and an experimental group was that for the experimental group the independent variable was modified, but was kept constant for the control group.

2. **Skill Level of TVL students both in the Control and Experimental Groups in Sentence Constructions after the Instruct Integrate Involve Method**

Table 3 indicates the significant difference between the students' pretest scores and posttest scores were greater than the mean pretest scores.

Table 3
Result of a one-tailed T-test for significant difference between the Students' Pretest and Posttest Scores and Posttest Scores of the Students

Variables	Mean Score	Standard error	t-stat
Pretest	19.8	0.5916	3.6030
Posttest	16.84	0.8863	

Computed t-statistics, tc= 3.6030, with 24 df. P-value= 0.0007. Testing Ho: posttest ≥ pretest, tested at 5 percent level of significance. The mean score in pretest was 19.8 while in posttest was 16.84. Moreover, the standard error in pretest was 0.5916 while in posttest was 0.8863. The table shows that there was a significant difference in the students' ability to build sentence before and after the intervention is applied. Since 0.0007 ≤ 0.05, rejected the null hypothesis. Therefore, there was sufficient

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evidence of meaning at 5 percent to conclude that the mean post-test scores were significantly higher than the mean pre-test scores. It can therefore be deduced that the sentence construction skills of the students have improved since the performance of the students was significantly different or better than their performance before the intervention. The significant difference suggests that Instruct, Integrate and Involve Method were effective in enhancing the sentence construction skills of the students.

3. Extent of efficacy and efficiency of Instruct, Integrate, Involve Method

Table 4 presents the frequency count and the percentage of students who have improved after the implementation of the strategy.

Table 4
Summary Table of Students with Improved Performance

Remarks	Frequency	Percentage
With Improvement	25	100%
Without Improvement	0	0%
Total	25	100

It can be seen on the table that the 25 TVL students who were subjected to this study have shown improvement after their exposure to Instruct, Integrate and Involve Method. The 100 percent students who have shown improved performance implies that the intervention was very effective in enhancing the sentence construction skills of the students. As with the method studied in this report, it is possible to integrate the Instruct, Integrate and Involve Approach to an overall process-oriented system that aims to provide genuine writing opportunities. Furthermore, learners in education systems are required to have an enhanced degree of autonomy and show initiative in learning processes, learning materials review, and content comprehension. Successful knowledge development within and outside school is only possible if the students have skills that initiate, direct and monitor the search for information and then process and store it later. Such approaches are called learning methods in learning and teaching science. These methods or approaches include Instruct, Integrate, Involve Method. These are required to be used by students in order to facilitate their application of educational results. TVL students were more suitable and more knowledgeable after the 3I's Method had performed. The results of post-test had increased and improved. The 3I's Method promotes both the comprehension and the retrieval of new knowledge, as they create connections between new information and existing knowledge stocks. These were usually used by students when inventing analogies and mnemonics for things that need to be known, connecting new concepts to their previous experience, or communicating new information in words. Such strategies facilitate awareness through learning. Mnemonic tools help to memorize and recall unstructured content, such as vocabulary or word lists, as well as nuanced associations, which were of particular significance for gifted learners and underdogs.

CONCLUSIONS

The results of this study have drawn the following conclusions:

1. The result shows that the students' skills in sentence building have improved after being introduced to the Instruct, Integrate and Involve process.

2. That the students ' sentence building skills have improved since the students' performance is substantially different or better than their performance before the intervention. The significant difference suggests that the Instruct, Integrate and Involve Approach is effective in improving the students ' sentence building skills;

3. The Instruct, Integrate and Involve method can be addressed among the key people for bench marking and for possible implementation across divisions. A school-wide enrichment program on grammatical competence may be supported by the researcher.

RECOMMENDATIONS

Based from the findings, recommendations are formulated and given:

1. The results of the progressive plan may be disseminated to all English teachers, department head/s, principal/s and English Supervisor.

2. The method may be discussed among the key people for benchmarking and for possible division-wide implementation. The researcher can provide a school-wide enrichment program on grammatical competence using Instruct, Integrate, Involve Method;

3. Teachers may, thus, obviously teach their students the mandatory grammar knowledge and skills as well as approaches to integrate both knowledge and skills during writing.

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John Meldwin B. Baronia, LPT, MaEd graduated with a Bachelor of Secondary Education Major in English, 2016 and then graduated from Tanauan Institute, Inc. in 2019 with a Master of Arts of Education Degree in Education Administration and Supervision. He is a Licensed Professional Teacher, a Researcher, a School Paper Adviser and Consultant. He is also a DRRRM Coordinator at his currently working school, Sto Tomas Senior High School. He was able to join different organizations and attended some seminars and trainings that helped his leadership and self-confidence as a teacher. His objectives are to succeed in creating a vibrant teaching atmosphere that provides generous opportunities for learning; to be part of an educational institution where he can share his knowledge and experience that will also help enhance his teaching career; and to render his services where he can accomplish his goals to become a full-pledged and effective Teacher. Recently, he became part of different research compendium and research presentations.

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