



LEARNING ACTIVITY SHEETS (LAS) AND THE ENGLISH ACHIEVEMENT OF GRADE 8 STUDENTS

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ABSTRACT

The coronavirus (COVID-19) disease has caused the greatest disturbance in the account of educational system, affecting numerous numbers of students and their families from all over the world. This led to a momentary closure of schools to ensure everyone's safety. In the Philippines, this has resulted to new educational practices, such as an adjustment from the conventional face-to-face classroom set up to distance learning delivery modality. As the Department of Education aims to address all the arising problems as the Distance learning continues, it gave way for the utilization of Learning Activity Sheets (LAS). These are the teacher-made activities that can be used as supplemental materials for self-learning modules of the learners to achieve a better and deeper understanding of a certain topic. This study explored the effect of using LAS in the English achievement of Grade 8 students of Buhaynasapa National High School from School Year 2020-2021. The researcher employed a one-group pretest-posttest experimental design and utilized stratified random sampling. The researcher delivered a lesson in a print-modular distance learning setting using teacher-created LAS and used a teacher-created examination to assess the respondents' learning while applying skills, such as identifying fact and opinion, vocabulary, and data interpretation. More so, the t-test formula was used to determine the test of the difference between the mean pretest and posttest performances of the respondents in their English achievement before and after using the learning activity sheets (LAS). Findings revealed that the results of the pretest and posttest of the experimental group using LAS found to have significant difference. This suggests that the use of LAS in the modular distance learning has made the students acquire evident learning that results to a higher level of proficiency in their English achievement in terms of fact and opinion, vocabulary and data interpretation.

Keywords: learning activity sheets (LAS), fact and opinion, vocabulary, data interpretation

INTRODUCTION

The Department of Education (DepEd) pursued the opening of classes on October 5th, 2020, as a quick response to the country's demanding and current situation, with the implementation of the developed Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that would address the basic education dilemmas brought about by the Covid-19. DepEd is deeply committed to ensuring

the safety, health, and well-being of all learners, parents, teachers, and Department personnel as it develops the BE-LCP. (Department of Education Order No. 12 s. 2020).

The BE-LCP describes the plan for transitioning from face-to-face to distance learning, and with the idea that education is too important to put off, DepEd devised the various Learning Delivery Modalities (LDM) from which schools can choose which will suit the needs and societal conditions of today's learners. In this case,



enrolment serves as a survey among students and parents, who are asked to select the alternative learning delivery modality that they believe is the most possible and feasible for them.

According to the findings, of all the alternative learning modalities provided by the DepEd for the upcoming school year, most students and parents prefer to use the “modular” distance learning option.

As stipulated by Secretary Leonor Briones, the enrolment for the SY 2020-2021 on modular distance learning is highly preferred by the majority of Filipino learners and their parents. This is possible because the traditional face-to-face format of classes is still not permitted due to the current situation brought about by the pandemic, and because other modes of learning delivery are obviously still inapplicable in some areas. According to the partial results of the Learner Enrollment and Survey Forms (LESFs) distributed throughout the enrollment period, 7.2 million enrollees want to use modular distance learning, TV and radio-based instruction, and other modalities. In contrast, only 2 million students prefer to enroll online for the 2020-2021 school year. Sec. Briones also stated that DepEd prioritizes self-learning modules as the primary learning means that can be offered to all students, which can then be combined with other learning delivery modalities that learners have access to.

Buhaynasapa National High School obtained the same result as the other schools has taken. In particular, 63% of Grade 8 enrollees of the school has chosen the said LDM which evidently shows the need of the use of self-learning modules in the delivery of learning in the new normal.

Today, one method for sustaining the modular teaching approach is to use learning activity sheets (LAS) as supplemental learning resources for students. LAS are print or digital activities designed to foster learning environments. An activity sheet is typically a piece of paper with questions or activities on which students can either write their answers or participate in the activity (DepEd, 2016).

Moreover, these are made up of the following sections: letter D, which employs the Introduction, Development, Engagement, and Assimilation (IDEA) instructional process. a)

Background Information for Learners; b) Learning Competency with Code; c) Directions/Instructions; d) Exercises/ Activities e) Guide Questions (if necessary); f) Rubric for Scoring (if necessary); g) Reflection; h) References’ i) Answer Key (Optional).

Based on the Regional Order dated May 12, 2020 (Guidelines on the Implementation of MELC Pivot 4A Budget of Work (BOW) in all learning areas for key stages 1-3), the PIVOT 4A BOW lesson preparation and curriculum delivery process follows four (4) main teaching-learning phases, with the teacher acting as a facilitator of learning and using the I-D-E-A Structure for a 30-minute to one-hour lesson depending on the grade level. The following are some of these phases: The first phase is an introduction, the second phase is development, the third phase is engagement, and the fourth phase is assimilation.

During the I Phase, the teacher uses appropriate strategies to present the learning competency and the desired learning outcomes for the day, expounding on the learners' prior experiences and core knowledge, the purpose of the lesson, core content, and relevant samples. This allows teachers to raise students' awareness of their own knowledge of the session's content and skills.

During the D Phase, the teacher introduces activities, tasks, and content that are valuable and interesting to the students. The majority of these activities and tasks must revolve around concepts in order to develop and master the skills or competencies.

During the E Phase, the teacher engages the students in a variety of tasks and opportunities to build their KSAVs in order to meaningfully connect their learnings. This also necessitates teachers engaging and exposing all students to real-life situations that will pique their interest in meeting expectations, producing a product or performing a task.

During the A Phase, the teacher guides the students through a process in which they demonstrate ideas, interpretations, mindsets, or values and create information that will form part of their knowledge in reflecting, relating, or applying it effectively in any situation or context. This also necessitates teachers encouraging students to create conceptual structures, allowing them to

integrate new and old knowledge. The validation of student activity sheets was found to be good in a study titled *The Development of Students' Activities Sheet with a Scientific Approach in Elementary School* (Simbolon et al., 2018). It also demonstrates that student activity sheets are used as learning materials in English classes at a high rate, with around 80% of students using them. The results of a pre-test and post-test conducted by researchers in two different classes show an improvement in learning achievement in both students. As a result, it was determined that the students' activity sheets developed by researchers using a scientific approach are worthy of being used as teaching material to support the fourth grade of primary school.

Generally, learning is a dynamic and active process in which the learner literally constructs his or her own mind by constantly making and changing connections between what is new and what is already known (Barkley, 2010). Piaget (1976) emphasized that, rather than passively receiving knowledge, children discover and construct it through activities. By taking a more holistic approach to active learning, instructors can provide such active learning experiences to students. That is one that enables the acquisition of information and ideas, as well as learning experiences and reflection (Fink, 2003) or significant learning outcomes. As much as possible, incorporate activities from each of the three components of active learning (Information and Ideas, Experience, and Reflective Dialogue) to provide students with direct rather than indirect learning opportunities.

OBJECTIVES OF THE STUDY

The study explored the effect of using learning activity sheets (LAS) in the English achievement of Grade 8 students and identified whether there a significant difference between the mean pretest and posttest performances of the of the respondents in their English achievement before and after using LAS in terms of fact and opinion, vocabulary; and data interpretation. Additionally, it sought to evaluate the difference between the mean pretest and posttest performances of the respondents in their English achievement before and after using LAS.

METHODOLOGY

This study involved the 32 Grade 8 students of Buhaynasapa National High School, a public school at SDO Batangas province during the School Year 2020-2021. To get the significant difference between the respondents' mean pretest and posttest performances in their English achievement before and after using the learning activity sheets (LAS), T-test was employed in the study. The data gathering procedure in this study is quite different from what is normally done when face to face classes is allowed. Because of the restrictions due to COVID-19 pandemic, the researcher ensured that no face-to-face interaction would be made all throughout the process. For an easier means of communication, the researcher used the Messenger as the online platform to easily reach out to the respondents and made a Group Chat (GC) solely for the respondents. Google classroom was also made to generate meeting links and information dissemination purposes.

The first call to the respondents was the meeting for the pre-test. The examination was flashed through the shared screen while participants are answering on the other side of the screen. The respondents were given specific and clear instructions before they start. The teacher-researcher was the one flashing the test and the respondents just notified her once they were done with each part. After taking the exam, the teacher ensured that the students pass the picture of their answer sheets via Messenger. Those who were not able to join the Google meet for the Pretest, were sent the copy of the examination provided that they will have a video of themselves taking the exam. They are also asked to send their answer sheet immediately after taking the test.

After the conduct of the Pretest, the teacher-researcher sent the first LAS that the respondents will study. After a certain period, they were able to pass their outputs and the teacher-researcher was able to check them. The same process was done with the remaining two LASes.

When the student-respondents were through with all the LASes and the teacher-researcher was able to give feedback, post-test was then given. The teacher-researcher then called for a Google meeting again and conducted



the post-test. Again, clear and specific instructions were given and the student-respondents were assisted in taking the test online. The students who were not able to join the Google meeting were again sent a copy of the exam and they were asked to send back their answer sheet right away.

The answer sheets were then checked, and the scores were tallied and evaluated. Then, all the results were correlated with one another to find out the relationship.

RESULTS AND DISCUSSION

To investigate the effect of using learning activity sheets (LAS) in the English achievement of Grade 8 students in terms of fact and opinion, vocabulary and data interpretation, the following results are hereby presented.

1. Mean pretest performance of the respondents in their English achievement before using the learning activity sheets (LAS)

Table 1
Respondents' Pre-test Scores before Using Learning Activity Sheets (LAS)

	Min.	Max	Mean	SD	V.I.
Fact & Opinion	2	9	5.56	2.257	AP
Vocabulary	0	10	4.41	2.734	AP
Data Interpretation	1	8	3.81	1.991	D

Table 1 exhibits the mean pretest performance of the respondents in their English achievement before using the learning activity sheets (LAS). As shown above, most of the respondents belonged to approaching proficiency level in terms of fact and opinion and Vocabulary, the developing level in terms of data interpretation. Hence, it means that the students have established essential skills and knowledge in terms of these factors such as identifying opinion marking signals, interpreting graphs and other data, and understanding the meaning of a word used in a sentence or paragraph. However, teacher intervention and the utilization of resource materials are still necessary to develop students'

performance further. An overall mean of 13.78 and a standard deviation of 1.91 denotes the advanced level of the respondents in their English achievement before the utilization of learning activity sheets (LAS)

2. Performance of the respondents in their English achievement after using the learning activity sheets (LAS).

Table 2 presents the results of the respondents' posttest scores in their English achievement after using the learning activity sheets (LAS). Based on the results, there is a big improvement in the posttest after being subjected to the use of this material.

Table 2
Respondents' Posttest Scores after Using Learning Activity Sheets (LAS)

	Min.	Max.	Mean	SD	V.I.
Fact & Opinion	3	10	6.84	2.567	P
Vocabulary	2	10	6.03	2.102	P
Data Interpretation	2	9	4.75	2.314	AP
English Achievement	10	29	17.63	5.034	A

In terms of fact and opinion and vocabulary, the respondents belong to a proficient level of achievement, which signifies that the students have developed the essential knowledge and skills and deeper understanding and can use them freely through authentic performance tasks given by the teacher. It also suggests that learning activity sheets help students in categorizing whether a statement contains a fact or opinion and in identifying the meaning of a word used in a sentence. In terms of data interpretation, nevertheless, the students are at the approaching level of proficiency. This means that the students at this level acquired the essential knowledge and understanding in terms of this factor. An overall mean of 17.63 and a standard deviation of 5.034 indicates that the learning activity sheets (LAS) helped improved the students' English Achievement in terms of fact and opinion, vocabulary and data interpretation.



3. Significant difference between the mean pretest and posttest performances of the respondents in their English achievement before and after using the learning activity sheets (LAS)

Table 3
Paired Sample Test of Significant Difference between the Pretest and Posttest Scores of the Respondent's English Achievement

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Fact & Opinion	-1.281	2.842	.502	-2.306	-.256	-2.550	31	.016
Pair 2	Vocabulary	-1.625	2.744	.485	-2.614	-.636	-3.349	31	.002
Pair 3	Data Interpretation	-.938	2.031	.359	-1.670	-.205	-2.611	31	.014
Pair 4	English Achievement	-3.844	4.880	.863	-5.603	-2.084	-4.456	31	.000

Legend: If p-value (Sig.) < 0.05, then it is statistically significant. If p-value (Sig.) > 0.05, then it is NOT statistically significant.

The results of the pretest and posttest of the experimental group using learning activity sheets (LAS) were found to have a significant difference. A mean difference of -1.281 from 5.56 in the pretest and 6.84 in the posttest shows a great improvement in the student's English achievement in terms of fact and opinion indicating a proficient level. This indicates that students have learned the proper use of opinion marking signals and the proper way of identifying whether a statement contains fact or opinion. A p-value of 0.016 indicates a significant difference at a 0.05 level of significance.

In the same manner, the vocabulary test has improved a lot. The mean difference of -1.625 from 4.41 in the pretest and 6.03 in the posttest indicates significant difference in their performance in vocabulary. A p-value of 0.002 shows significant difference at 0.05 level of significance. This also implies that the students deeply learned to know the meaning of the words used in a sentence or paragraph. They learned to detect the meaning and the opposite of a given word. As to data interpretation, the mean difference of -0.938 from 3.81 in the pre-test and 4.75 in the post test found to be significant with a p-value of 0.014 at 0.05 level of significance. It shows that students gained

the knowledge of interpreting and analyzing data including graphs and tables.

Overall, the use of LAS in the modular distance learning has made the students acquire evident learning that results to a higher level of proficiency in their English achievement. Learning activity sheets (LAS) are print or digital activities intended to create conducive conditions for learning. (DepEd, 2016).

CONCLUSIONS

Based on the results presented, the following conclusions were carefully drawn.

1. The result of the pre-test scores revealed that most of the respondents belong to approaching proficiency level in terms of fact and opinion and Vocabulary, the developing level in terms of data interpretation. This revealed that the students have established essential skills and knowledge in terms of these factors such as identifying opinion marking signals, interpreting graphs and other data and understanding the meaning of a word used in a sentence or paragraph. However, teacher intervention and the utilization of resource materials are still necessary to develop students' performance further.
2. As to the mean posttest, the result showed that there is a big improvement in the posttest after being subjected to the use of learning activity sheets. In terms of fact and opinion and vocabulary, the respondents belonged to a proficient level of achievement which signifies that the students have developed the essential knowledge and skills and deeper understanding and can use them freely through authentic performance tasks given by the teacher. It also suggested that learning activity sheets help students in categorizing whether a statement contains a fact or opinion and in identifying the meaning of a word used in a sentence. In terms of data interpretation, however, the students were in the approaching level of proficiency. This means that the students at this level acquired the essential knowledge

and understanding in terms of this factor. It was indicated that the learning activity sheets (LAS) helped improved the students' English Achievement in terms of fact and opinion, vocabulary and data interpretation.

3. There is a significant difference between the pretest and posttest of the respondents in their English achievement in terms of fact and opinion; vocabulary; and data interpretation after using the learning activity sheets (LAS). Thus, the null hypothesis is rejected.

RECOMMENDATIONS

Based on study's findings and conclusions, the following recommendations are hereby offered.

1. Students may keep on utilizing learning activity sheets (LAS) with diligence and perseverance to come up with a higher level of achievement in every given lesson not only in English but in all subject areas.
2. Teachers may create and use LAS with the IDEA instructional process in teaching English. They may provide engaging activities in the MDL.

Lastly, teachers may use learning activity sheets in dealing with students at risk (STAR) and in providing them proper intervention to cope up in the lesson.

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