

ALTERNATIVE REINFORCEMENT AND ACTIVITY-BASED LEARNING (ARAL): USING CONTEXTUALIZED TOOLS TO DEVELOP WRITING SKILLS IN FILIPINO

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ABSTRACT

One of the most significant aspects of a teacher's job is to improve students' abilities. In this study, it analyzed the effectiveness of Alternative Reinforcement and Activity-based Learning (ARAL) in improving the writing skills in Filipino of the TVL students. This study addresses the Republic Act. No. 10533 encouraging the development and reproduction of instructional materials. It employed the pretest-posttest design. This design used four steps. The first step is to identify student respondents who are taking Filipino subject with specialization in technical-vocational track. The second step is to give the pretest to the students. The third step is to apply the learning intervention, Project ARAL. And the fourth step is to give a posttest. The mean score of the pre-test and post-test are both analyzed in this research. Overall, the use of Project ARAL can be used effectively to enhance students' ability to write technical-vocational writings using Filipino language. Lastly, there was a significant difference between the pre-test and post-test performed by the students.

Keywords:

Activity-based; Learning Materials; Contextualize; Filipino; writing skills

INTRODUCTION

One way to assess what students have learned in each subject they took is an appropriate assessment tool (Oli, 2021) that is anchored in the skills that should be develop in each subject. Filipino in the Selected Fields is one of the subjects under applied subject in the Senior High School curriculum. Based on the curriculum guide of the Senior High School in the Filipino in the Selected Field, it is about writing various forms of writing that will develop the ability to express oneself towards effective, critical, and thoughtful writing in the chosen field. This subject is anchored depending on the track taken by the students.

One of the challenges facing our public schools at present is the lack of learners' materials (Oli, 2021) such as books that guide teachers in teaching and learning of the students. In a study conducted by Combalicer (2016), one of the problems in the implementation of the K to 12 curriculum was the lack of learning resources, he found that this is the biggest problem for teachers in their area.

In an article written by Go (2018) which he analyzed the learners' materials or textbooks released by Department of Education [DepEd], he found that some of these textbooks have a lot of incorrect content. He believes that the production of defective textbooks is a crime against children and its subjects. He also mentioned that this kind of textbook will cause a decrease in the quality of education here in the Philippines.

In this regard, DepEd also provided textbooks or materials for students in the subject Filipino in the Selected Fields. All of its topics are anchored accordingly to each track. But, one problem faced by teachers with this textbook or learner's

material is in its content which only provides written samples and there are no assessment samples that can be used to see what the students have learned. Teachers in this subject are providing their own assessment methods that are not anchored in the skills that must be developed in each competency. Because of this problem, the researcher wants to develop a tool to improve the ability of the Senior High School student who took Technical-Vocational Livelihood Track [TVL] to write technical-vocational writings anchored on the competencies to be assessed in the students. This research will also determine whether the material to be used is effective to increase the level of mastery in the aforementioned competencies. This study also addresses the Republic Act. No. 10533 encouraging the development and reproduction of instructional materials in the basic education.

METHOD

This study was conducted at Isabela School of Arts the Trades specifically in Senior High School. This study used 38 students from TVL Track, who specialize in Automotive, Cosmetology and Bartending and took Filipino in Selected Fields under Grade 12, they served as the experimental group for the intervention used. In this study, the researcher took the frequency score of the pre-test and post-test of the students and analyzed it by taking the mean score and standard deviation of them. The researcher used Sample t-test to measure whether there was a significant difference between the pre-test and post-test performed after using the intervention. Finally, the researcher used Cohens' D to measure the effect-size of the intervention used.

RESULTS AND DISCUSSION

In this section, the data gathered by the researcher from the students in this research, regarding the effectiveness of using ARAL (Alternative Reinforcement and Activity-based Learning) as a basic strategy in raising the level of writing skills will be presented.

Table 1 shows the mean score in the pre-test and post-test of the experimental group, as well as the standard deviation that served as the basis to determine the level of mastery of the students in their pre-test and post-test.

Table 1: Mean Score of Pre-test and Post-test

| Groups | Achievement Test | Mean | Standard Deviation |
|--------------------|-------------------------|-------------|---------------------------|
| Experimental Group | Pre-test | 16.5526 | 6.04352 |
| | Post-test | 29.3421 | 7.30892 |

Table 1 shows that the level of mastery regarding the writing skills of the respondents in the pre-test is at low mastery, where the mean score on the pre-test was 16.5526 with a standard deviation of 6.04352. And the level of mastery regarding the writing skills of the respondents in the post-test was average mastery with a mean score of 29.3421 and standard deviation of 7.30892.

Table 2 shows the significant difference in the level of mastery in the pre-test and post-test of the students by using the t test.

Table 2: Significant Difference of Level of Mastery of Pre-Test and Post-Test

| Groups | Achievement Test | N | Mean | SD | T | Df | P |
|--------------------|------------------|----|---------|---------|---------|----|------|
| Experimental Group | Pretest | 38 | 16.5526 | 6.04352 | -15.475 | 37 | .000 |
| | Posttest | 38 | 29.3421 | 7.30892 | | | |

The table shows that post-test result of the respondents has the bigger mean than the pre-test and the t test will now establish if this difference is statistically significant. Additionally, the standard deviation of the two variables, are 6.04352 for pre-test and 7.30892 for post-test, it shows that there is slightly more variability for post-test than pre-test. In conclusion, mean values were compared for two variables with sample size 38. The mean was higher for variable post-test (M=29.3421, SD=7.30892) than for variable pre-test (M=16.5526, SD=6.04352). It implies that the students have performed better in post-test than pre-test. According to Ajoke (2017) when we use instructional materials or other resources in the classroom, we get better results. These results show that there is significant effect in the level of mastery in pre-test and post-test with p – value of .000.

Table 3 presents the size effect of the intervention ARAL (Alternative Reinforcement and Activity-based Learning) by using Cohen's D formula.

Table 3: Effect Size of the Intervention ARAL (Alternative Reinforcement and Activity-based Learning)

| Groups | Achievement Test | N | Mean | SD | T | Df | P | Cohen's D |
|--------------------|------------------|----|---------|---------|---------|----|------|-----------|
| Experimental Group | Pretest | 38 | 16.5526 | 6.04352 | -15.475 | 37 | .000 | 2.51042 |
| | Posttest | 38 | 29.3421 | 7.30892 | | | | |

d=0.2 to < 0.5 small

d=0.5 to <.8 medium

d= >0.8 large

The table above signifies that there has been a large effect size of 2.51042 after the intervention ARAL of the experimental group.

With an effect size of 2.51042, which is above 0.8, it is evident that the intervention made through ARAL has a "large" effect size to the 38 students from the experimental group.

Thus, the intervention has its potential that it could produce substantial improvement in the writing skills of the student in Filipino, specifically, if the improvement is offered uniformly to all students, and more so if the effect were succeeding over time (Coe, 2002).

CONCLUSION

Based on the study conducted, the following conclusion was formed. First, the level of mastery regarding technical-vocational writing skill in Filipino of the Grade 12 students of Isabela School of Arts and Trades-Senior High School under the TVL track has increased in the level of mastery in the post-test with average mastery compared to pre-test with low mastery. Second, there is a significant difference

between the pre-test and post-test of Grade 12 students of Isabela School of Arts and Trades-Senior High School under the TVL track. Lastly, the crafted module entitled ARAL- Alternative Reinforcement and Activity-based Learning is effective and suitable to be used as an instructional tool in the subject of Filipino in the Selected Field with regards in teaching technical-vocational writing of Grade 12 students of Isabela School of Arts and Trades-Senior High School under the TVL track.

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