

## STEP BUDDY: A SCHEME TO ENHANCE THE DANCE SKILLS OF THE SHS STUDENTS

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### ABSTRACT

This study analyzed the effectiveness of Step Buddy in improving the basic skills in a dance of Senior High School students. This study addresses the competency code PEH11FH-Ilo-t-17, which is to organize sports events for a target health issue or concern. This study used an experimental method and underwent four steps. First, the researcher assessed the learner's 1st quarter performance and determined the learners who need assistance and those who have potential in dancing. Second, the top ten highest performance grades for the 1st quarter were considered as peer tutors by the researcher. Then, the tutors and tutees met during their vacant time and the researcher monitored the tutoring session. After the said tutorial, the researcher compared the grades of the tutees in the 1st quarter and 2nd quarter to whether there is an increase in their level of performance. The mean score of the 1<sup>st</sup> and 2<sup>nd</sup> quarter performance task grades are both analyzed in this research. Overall, the use of Step Buddy can be used effectively to enhance students' ability to enhance skills in dancing. Therefore, there was a significant difference between the 1<sup>st</sup> and 2<sup>nd</sup> quarter performance task grades of the students.

### Keywords:

Peer- Tutoring; Physical Education; Health; Learning Materials; Dance Skills; Teaching Strategy

### INTRODUCTION

Physical Education and Health is a core subject for Senior High School students in finding physical activities that they can maintain for the rest of their lives. It equips students with 21st-century skills that enable them to be independent as well as to become leaders in their community. This subject is offered in Grade 12 which focuses on dance and aims to promote and appreciate the different dance forms.

Teachers have always been concerned with their teaching strategies to improve the level of performance of their students. Several teaching strategies have been applied to enhance the students' dancing skills due to the insufficient hours of meeting the students.

One of the recognized effective methods of instruction to help students increase their academic performance compared to groups of traditional classroom environments is the use of peer tutoring. Peer tutoring is done by teaching other students of the same or different age, on a one-on-one basis, or with one tutor working with two or three students simultaneously. Likewise, a peer tutoring environment is a—safe and non-threatening interactive learning situation. Peer tutoring has been broadly used across academic subjects and has been found to result in academic achievement for a diversity of learners within a wide range of content areas just like academic and cognitive gain.

The researcher found out that most of the students have difficulty in the performance tasks in Physical Education and Health 12. Thus, there are 52% or 61 out of 117 students for SY 2018 – 2019 who performed below satisfactory in dance

skills wherein performance task is 50% of their total grade. To address this problem, the researcher has come up with this intervention.

### **METHOD**

This study was conducted at Isabela School of Arts and Trades, particularly in the Senior High School Department. The respondents were 4 sections of Grade 12 TVL Strand for the school year 2018-2019 who were taking up Physical Education and Health 12 and performed below the satisfactory level in their performance task. It was observed last school year during the Physical Education and Health 12 subject that 61 out of 117 students performed below satisfactory level because of the minimal time allotted to master the skills in dancing. To give a solution to this dilemma, the researcher wants to conduct this study to determine the effectiveness of peer teaching among students on their performance in Physical Education and Health.

The researcher assessed the learner's 1st quarter performance and determined the learners who need assistance and those who have potential in dancing. The top ten highest performance grades for the 1st quarter were considered as peer tutors by the researcher. The tutors and tutees met during their vacant time and the researcher monitored the tutoring session. The materials used as their guide to the tutorial were the ones used during regular class discussions. After the said tutorial, the researcher compared the grades of the tutees in the 1st quarter and 2nd quarter to whether there is an increase in their level of performance.

### **RESULTS AND DISCUSSION**

This presents the findings of the study, the analysis, and the interpretation of data gathered from the respondents. A considerable number of tables were treated statistically using frequency and percentage distribution. The paired-sample t-test was used to test the hypothesis and Eta Squared to determine the effect size.

**Table 1: Frequency and Percentage Distribution of the Respondent's Performance before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	1	3.3	3.3	3.3
	77.00	2	6.7	6.7	10.0
	78.00	1	3.3	3.3	13.3
	79.00	1	3.3	3.3	16.7
	80.00	7	23.3	23.3	40.0
	81.00	4	13.3	13.3	53.3
	82.00	3	10.0	10.0	63.3
	83.00	4	13.3	13.3	76.7
	84.00	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Table 1 presents the performance of the respondents in their 1st quarter for the school year 2019 – 2020. This further shows that there are 25 respondents under Satisfactory and 5 Fairly Satisfactory.

This means that most of the respondent’s performance task grades in Physical Education before the intervention fall under 75 – 84.

		Paired Differences					t	df	Sig(2-tailed)...	Decision	Interpretation
		Mean	Std. Deviation	Std. Error Mean	of the Difference						
					Lower	Upper					
Pair 1	VAR00001 - VAR00002 ...	-7.13333	1.19578	.21832	-7.57984	-6.68682	-32.674	29	.000	Reject Ho	Significant

**Table 2:** Test of Significant Difference in the Performance of the Respondents Before and after the Intervention

The table above shows the significant difference between the performance of the respondents before and after the implementation of the intervention.

The results show that the computed t – value is less than 0.05. Hence, the null hypothesis is rejected at a 5% percent level of significance. Thus, there is a significant difference in the performance of the respondents before and after the intervention. It implies that the performance before the intervention of the respondents in Physical Education and Health is better than that of their performance after the intervention.

**Table 3:** Test of the Level of Significant Effect on the Performance of the Respondents

Performance Scores	Mean	Difference Between Means	Eta Squared	Description Effect
Before	81.2	7.1333	3.2	Large
After	88.33			

d=0.2 to < 0.5 small      d=0.5 to <.8 medium      d= >0.8 large

The table shows the results of the performance of the respondents before and after their exposure to the intervention with a mean difference of 7.1333 in favor of the performance after the intervention. To determine the effectiveness of Peer tutorial, eta squared was used. The Cohen’s D value 3.2 indicating that the use of Step Buddy has improved the performance level of grade 12 students in their dance lesson in Physical Education and Health 12.

### CONCLUSION

Based on the results and findings of the study, the following conclusions were drawn. First, there was an increase in the performance of Grade 12 students in using peer tutorials. Second, there is a significant difference in the performance of the Grade 12 students before and after the intervention. Third, there is a small effect on the level of significance of Peer tutorials.



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