
Effectiveness of Interactive Learning Strategies to the Test Performance of Grade 2 Pupils in Filipino

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ABSTRACT

Table 3 displays the test results for the grade 2 Filipino students' pretest and posttest scores that differed based on the various learning competencies that were the focus of the fourth grading period. The performance of the identified learners prior to the integration of interactive learning strategies in the Filipino lesson delivery, as well as the outcomes of the Grade 1 learners after they have already acquired the knowledge and skills anticipated of them following the implementation of the integration, are shown in the above results. Table 3 presents the findings from the assessment of the 15 respondents' learning capacity, which was conducted by the teachers based on the knowledge they had gained about the extent of their learning in the Filipino subject after using the interactive learning strategies provided by their teacher. Based on the results in Table 3, it is evident that Grade 2 learners' pretest performance in Filipino which is significantly lower than their posttest performance. These outcomes in the performances of the Grade 2 learners generated and produced results, especially in the computed t value.

The findings presented in Table 3 indicate that the introduction of interactive learning strategies, a new intervention, had a significant positive impact on the performance of grade 2 students in both the pretest and posttest. Additionally, the computed t value exceeded the critical T value, indicating the significance of the study. Consequently, the hypothesis, which posits that there is no significant difference between the pretest and posttest scores of grade 2 learners in Filipino before and after the integration of interactive learning strategies, is rejected. This clarifies further how exposing Grade 2 learners to new learning strategies, methods, or approaches to teaching lessons or learning competencies can help improve their learning abilities and boost their self-esteem. As a result, these students are eager to learn new things and discover new learning through the introduction of learning methods to them. These kinds of learners wanted new things practically constantly while learning the subject. Thus, putting the aforementioned learning strategy into practice is highly advantageous, and it really helped the Grade 2 learners improve their performance in Filipino competitions. Furthermore, being aware of the abilities of the learners could build a bridge between how they will be innovative in their learning, particularly in terms of enhancing their academic achievement.

Keywords — *Interactive Learning Strategies*

Test Performance

Grade 2 Pupils

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I. INTRODUCTION

Different learning modalities were developed by the Department of Education to guarantee that no learner falls behind in continuing education. Together with audio and video instructions, my school uses printed modular distance learning. The learners receive Learning Activity Sheets that are valid for one week as part of our asynchronous learning approach. In order to optimize learning, we have prepared audio and video instructions that can be uploaded to group

chats by students who have access to the internet and devices, in addition to the Learning Activity Sheets. According to Guderya's (2004) in his study that E-Learning has become one of the sets of tools for teaching and learning whereby the mere objective is to promote creativity among the student and teachers and how the integration of computers can be a means of improving teaching and learning within a schools system to acquire information through a variety of tools for learning.

One of the emerging technology tools for online learning is web synchronous systems or video conferencing tools (e.g., Blackboard Collaborate, WebEx, Saba Centra, Adobe Connect, Cisco Telepresnece). This new technology, which affords a complete suite of communication features, has provided the opportunity for a high level of real-time, students-to-students and students-to-instructor interaction in online learning environments. The potential of these complex communication tools for providing virtual, yet interactive learning experiences that are closer to what is possible in face-to-face learning environments (Rourke, Anderson, Garrison & Archer, 2001a and b; Shi & Morrow, 2006).

The ability to comprehend the various texts or passages that are provided is referred to as Filipino literacy. In order to apply the skills in a variety of contexts, learners require certain knowledge, abilities, behaviors, and dispositions. It entails having the attitudes and aptitudes to use knowledge and skills on a deliberate basis as well as acknowledging and comprehending the significance of literacy in allowing an individual to interact with the outside world.

It takes more than just speaking the language to interact with others to be literate. It entails making connections between what students learn in the classroom and real-world scenarios that call for problem-solving, critical thinking, and non-making in relation to applied contexts. Being literate will, in my opinion, have a significant impact on every aspect of our lives. Because most young people today struggle to understand simple sentences, paragraphs, and even texts, it is common knowledge that developing life skills can be challenging. The majority of today's generation struggles and performs worse in terms of literacy.

The world has connections. Literacy demonstrates these links and opportunities on a daily basis. Young learners are more likely to stay in an innovative society if they can apply these skills early in life. Being literate means having the ability, self-assurance, and mindset to use communication in daily life. It is crucial for educators to think about or incorporate literacy into early childhood programs. To help them understand how much fun it is to become more literate in everything they do.

As a teacher, I want to emphasize to the next generation the value of literacy in our daily lives. As an educator, I want to demonstrate to them that it is easier to learn things if you are literate enough. This will help them gain a deeper understanding of the teaching and learning process. They'll learn the practical significance.

Technological, social, cultural, and economic advancements are made possible and sustained by literacy. It ties what they are learning to their professional and personal lives. All of us rely on communication skills to get by in daily life. Knowledge and comprehension of the world around us enable learners to interpret their interactions with others. The acquisition of literacy skills enables learners to navigate the increasingly complex global community of the twenty-first century with confidence and competence.

These are some of the issues or factors that prevent students from learning this subject, and they should serve as a catalyst for the younger generation to help make learning easier. These are a few typical causes of learners' difficulties

understanding and learning new material. Therefore, the purpose of this study is to determine whether using interactive learning strategies to teach Filipino has a positive effect on the literacy levels of Grade 2 students learning the language.

This study was conducted in order to evaluate the Effectiveness of interactive learning strategies to the Test Performance of the Grade 2 pupils in Filipino. The findings of the study were the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the performance of the grade 2 pupils in Filipino before the integration of Interactive learning strategies?
2. What is the performance of the grade 2 pupils in Filipino after the integration of Interactive Learning strategies?
3. Is there a significant difference between the pretest and posttest performance before and after the integration of Interactive learning Strategies in the delivery of the most essential learning competencies in Filipino subject in the 4th grading?
4. What Instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest performance before and after the integration of interactive learning strategies in the delivery of the most essential learning competencies in Teaching Filipino subject for the 2nd grading.

II. METHODOLOGY

Design. This study utilized the Quasi-Experimental research design to determine the effectiveness of Interactive learning strategies To The Performance Of The Grade 2 Learners in Filipino during the delivery of the most essential learning competencies in 2nd grading period in mathematics subject. The main local of the study is the Danus Elementary School which is located under the Leyte Leyte Dsistrict in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 2 pupils underwent series of evaluation prior to the inclusion of the Interactive Learning Strategies s To The Performance Of The Grade 2 Learners In Filipino was done. These 2 stages of assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in Filipino. This is also the time that in between the pretest and posttest, the different inclusion of the interactive Learning Strategies were undertaken in order to validate their performances before and after the implementation of the inclusion of the Interactive Learning Strategies With The Use Of Audio-Video Interactive Learning Materials. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 2 pupils before the implementation of the inclusion of the Interactive Learning Strategies, The Posttest performance of the Grade 2 pupils after the implementation of the inclusion of the Interactive Learning Strategies, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Interactive Learning Strategies With in the delivery of the most essential learning competencies in teaching Filipino for the 2nd Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of the Interactive Learning Strategies that were focused on the learning competencies which are difficult to

pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed intervention plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 2 pupils.

Sampling. There are 15 who are included in the study. 9 respondents of the study were Males and 6 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 2 pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in Filipino subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period. The test questions were used before the inclusion of the Interactive Learning Strategies were given to the pupils. After one month of the intervention of the inclusion of the Interactive Learning Strategies With The Use Interactive Learning Materials, posttest was given to the grade 2 pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Interactive Learning Strategies With The Use of Interactive Learning Materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher in Filipino and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhere through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study were conducted. Orientation of the respondents both the learners and the teachers including the School Principal was also done. In the orientation, specially to the parents and or guardian, the process of the study was discussed in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the Grade 1 learners. The need for other data that was needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity and will be discussed requiring them not to write names on the tools and have to writer pseudonym instead.

Treatment of Data. The Effectiveness of inclusion of the Interactive Learning Strategies With The Use Of Interactive Learning Materials on the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 2 PUPILS IN MATHEMATICS

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	3	20
9-12	Good	9	60
5-8	Fair	3	20
1-4	Poor	0	0
Total		15	100
Weighted Mean		10.73	Good

Table 1 shows the pre-test performance in Filipino of the Grade 2 pupils before the integration of Interactive Learning Strategies in the delivery of the most essential learning competencies particularly on the 4th grading period. These results in the abovementioned table were gained by the learners from the things that they have learned from their past learning experiences from their teachers in which the identified learning interventions is not yet integrated in the lessons by the teacher-researcher in the delivery of the lessons.

One of the key techniques in teaching Filipino lessons is the use of interactive learning strategies. It will assist the students in igniting their desire to acquire the various lessons or competencies in time for the fourth marking period. One of the best things that can be done to improve students' numeracy performance is to provide them with a variety of learning opportunities. This is especially important for Grade 2, where it takes more work to create a conducive learning environment and open up avenues for positive learning experiences.

The results in Table 1 indicate that the class limit that was deemed to be the second to the highest level of performance had a score ranging from 13 to 16, with 3 respondents, or 20 percent, who were deemed to be very good in their level of performance in mathematics. In this level of performance, which had the highest performance rating based on the table presented, it was discovered that there were none of the total respondents, or 15 respondents. This indicates that even if the students haven't yet been exposed to the new intervention that the teacher will provide, they already understand how to solve simple mathematical problems based on the various learning competencies within the allotted grading period. Out of the 15 respondents who were tested and presented in this study, 9 respondents, or 60 percent of the total, had a score in the Good Level of Performance of Grade 2 Mathematics during the fourth grading period, which ranged from 9 to 12. With regard to the total number of respondents who participated in the study, this performance level is regarded as average.

However, it was discovered that in this class limit, which is considered to be the lowest or minority of the respondents, they were not concentrated given that there were only 3 respondents, or 20 percent of the total number of respondents gained in the conducted examinations. This is the fair level of performance, which is regarded as the second to the lowest rating of performance and has a class interval of 5-8. Finally, out of the fifteen respondents, none of them fall into the category of poor performance, which is regarded as the lowest performance level. In this instance, the respondents' scores range from 1-4.

The findings in Table 1 are mainly concerned with how well the Grade 2 learners performed prior to receiving an intervention in the form of lesson delivery during the fourth marking period. When we take a quick look at the results displayed by the students in the above table, we can conclude that some, if not all, of the students have an idea of the subjects that the teacher-researcher will be presenting. This is because the overall weighted mean of the learners' performance was 10.73, which indicates that, at a glance, it could be explained or further discussed, that the results were above the fair level of performance, indicating that the learners belong to the good level of performance. This further explains why, despite the teacher-researcher's failure to introduce the identified intervention to the students during the fourth grading period, the students' focus and attention are already good given that the Grade 2 learners' pretest performance in mathematics, specifically on the competencies in that period without the intervention being given to the aforementioned students, is already good.

Based to the pretest results shown in Table 1, some grade 2 learners had some difficulties before beginning to receive the various learning competencies in the fourth grading period, even though some of them performed at a fair level. Taking into account that the majority of them received a higher score and/or performed at a high level. Stated differently, although the Grade 2 learners are performing at a good level, they cannot deny the need for additional intervention to improve their performance, especially in the area of numeracy. The table's results also indicate that another intervention ought to be administered or experienced.

TABLE 2

POST TEST PERFORMANCE OF GRADE 2 PUPILS IN FILIPINO

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	10	67
13-16	Very Good	5	33
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		15	100
Weighted Mean		17.33	Excellent

The Grade 2 s pupils' posttest results in Filipino are displayed in Table 2. This result was ascertained by administering a posttest to the students following a four-week intervention, which consisted of interactive learning strategies that the students experienced while receiving instruction from their teachers on the most important Filipino learning competencies for the fourth grading period. Drawing from her experience as a teacher-researcher, she characterizes the Interactive Learning Strategies intervention as a crucial tactic in teaching Filipino, particularly in the fourth grading period, when the subject is considered challenging for learners to learn. It will support learners in becoming more motivated and enthusiastic about learning, as well as in concentrating on the teacher-identified least-practiced competencies and learning the various lessons during the fourth marking period. One of the best things that can be done to improve students' numeracy performance is to provide them with a variety of learning opportunities. This is especially important for Grade 2, where it takes more work to create a conducive learning environment and open up avenues for positive learning experiences. Table 2 presents the results. It is evident that, of the ten learners tested (ten respondents, or 67 percent of the total), demonstrated excellent performance, with the highest scores obtained following the intervention given to the learners in the fourth grading period. This suggests ways to bridge the gap in learning and sustain

the excellent performance of Grade 2 students, particularly in their mathematical skills, which followed the teacher-researcher's implementation of strategic learning strategies.

Out of the five levels of performance that were identified, the Very Good Level of Performance, with a score ranging from 13 to 16, was deemed as the second highest performance. The results indicate that there were 5 respondents, or 33 percent of the total, in the good level of performance, which had a score ranging from 9 to 12. Of the 15 respondents, none were validated, or 0 percent. Finally, in the poor and fair level of performance, which had scores ranging from 5-8 and 1-4 respectively, there were 0 percent of the Grade 2 students falling into these performance categories. Table 2 presents the findings from the posttest performance of Grade 2 students in Mathematics during the fourth grading period. The results indicate that the students' performance skills were evaluated following the implementation of Strategic Intervention Strategies in the delivery of the most essential learning competencies. This suggests that the students are truly learning the various topics covered by the teacher-researcher, or that the teachers have had a significant impact on improving the students' performances, as evidenced by the overall weighted mean of 17.33, which can be considered an excellent level of performance attained by the learners. The results also indicate that Grade 2 students had achieved the various expected skills, indicating that they had mastered the fourth-grade competencies and were prepared to move on to the next level or phases of learning. The results could be used to further explain how the grade 2 students' numeracy performance improved after they were exposed to the new method or strategy that the teacher had shared with them in order to deliver the most important learning competencies. Among the factors that have been linked to the improvement in student performance are that the students have begun to recognize the value of the teacher's chosen learning approach and will therefore be contributing to the improvement of student performance.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 2 PUPILS IN FILIPINO

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 2 Pupils in Filipino	Pre	10.73	1.046	0.254	Reject H_0	Significant
	Post	17.33				

Table 3 displays the test results for the grade 2 Filipino students' pretest and posttest scores that differed based on the various learning competencies that were the focus of the fourth grading period. The performance of the identified learners prior to the integration of interactive learning strategies in the Filipino lesson delivery, as well as the outcomes of the Grade 1 learners after they have already acquired the knowledge and skills anticipated of them following the implementation of the integration, are shown in the above results. Table 3 presents the findings from the assessment of the 15 respondents' learning capacity, which was conducted by the teachers based on the knowledge they had gained about the extent of their learning in the Filipino subject after using the interactive learning strategies provided by their teacher. Based on the results in Table 3, it is evident that Grade 2 learners' pretest performance in Filipino was 10.73, which is significantly lower than their posttest performance, which equals 17.33. These outcomes in the performances of the Grade 2 learners generated and produced results, especially in the computed t value of 1.046.

The findings presented in Table 3 indicate that the introduction of interactive learning strategies, a new intervention, had a significant positive impact on the performance of grade 2 students in both the pretest and posttest.

Additionally, the computed t value exceeded the critical T value, indicating the significance of the study. Consequently, the hypothesis, which posits that there is no significant difference between the pretest and posttest scores of grade 2 learners in Filipino before and after the integration of interactive learning strategies, is rejected. This clarifies further how exposing Grade 2 learners to new learning strategies, methods, or approaches to teaching lessons or learning competencies can help improve their learning abilities and boost their self-esteem. As a result, these students are eager to learn new things and discover new learning through the introduction of learning methods to them. These kinds of learners wanted new things practically constantly while learning the subject. Thus, putting the aforementioned learning strategy into practice is highly advantageous, and it really helped the Grade 2 learners improve their performance in Filipino competitions. Furthermore, being aware of the abilities of the learners could build a bridge between how they will be innovative in their learning, particularly in terms of enhancing their academic achievement.

IV. CONCLUSIONS

The study's results indicate that there is a statistically significant difference between grade 2 Filipino pupils' pre- and post-test results. In order to improve the performance of Grade 2 students in both the delivery of the most essential learning competencies and the least learned competencies in the fourth grading period in Filipino subject, Interactive Learning Strategies have been integrated into the delivery of the most essential learning competencies in Filipino.

V. RECOMMENDATIONS

1. The proposed intervention plan should be utilized in order to create or multiply its significance in improving the performance of the learners specially to the different learning competencies in Filipino.
2. Administrators or school head should include in their respective work and financial plan the different supplies and materials in the delivery of the different lessons in mathematics using the interactive learning strategies.
3. School Heads should encourage teachers in all subject areas to apply interactive learning strategies in the delivery of the most essential learning competencies specially in Mathematics subject.
4. Based from the results of the study having the excellent and good performances level, teachers should continue to utilize during the discussion of the different topics in Mathematics through the implementation of the interactive learning strategies to maintain or improve the performance for those learners who are really need help in improving their mathematical skills while those in the below average level of performance, teachers should conduct different learning options focus of SLAC and embed it during LAC sessions as well as during the midyear and year end break sessions such as inset of training workshop in order for them to be mor familiar on how to address the gaps and helps those learners in needs.
5. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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