
Effectiveness of Synchronous Learning Approach to the Test Performance of Grade 1 Pupils in Filipino

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ABSTRACT

This study was conducted in order to evaluate the Effectiveness of Synchronous Learning Approach to the Performance of the Grade 1 pupils in Filipino. The findings of the study were the bases for a proposed intervention Plan. This research is a quasi-experimental study that used the pre-test - post- test experimental designs to determine the Effect of Synchronous Learning Approach to the Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in 1st grading period in Filipino subject. In the Quasi- experimental research design, the researcher prepared different digital learning materials that were focused on the learning competencies 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 researcher utilized universal Sampling in selecting the respondents of the study. In the Filipino subject, which was focused on various learning competencies during the first grading period, Table 3 displays the test of difference between the pretest and posttest scores performances of the grade 1 learners. After using the various learning modalities that their school had to offer, the 30 respondents were assessed for their learning capacity, and the results were compiled. This is how much each respondent had learned about the Filipino subject. Additionally, these outcomes only showed up before and after the Synchronous learning approach was integrated into the teaching of the most important learning competencies in the previously mentioned subject, which was solely focused on the first grading period. Based on the data in Table 3, it is evident that Grade 1 students' pretest performance in Filipino was 9.06, which is significantly lower than their posttest performance, which equals 19.97. that, at the 0.05 level of significance, produced a computed t value of 1.651 and a critical t value of 0.712.

The hypothesis, which states that there is no significant difference between the pretest and posttest score performances of the grade 1 pupils in Filipino before and after the integration of the Synchronous Learning Approach, is rejected based on the results in Table 3, which clearly show that there was a positive effect on the performance of the learners in both the pretest and posttest. Additionally, the computed t value is higher than the critical T value, indicating the significance of the study. The Grade 1 learners' learning skills and self-esteem could be enhanced by exposing them to new learning strategies or methods of instruction. As a result, they will be more eager to learn new things and discover new learning through the introduction of new learning methods. These students, in particular, wanted new things practically constantly while learning the subject, especially mathematics. Applying the previously mentioned learning strategy is therefore very beneficial and truly assisted the Grade 1 learners in enhancing their abilities.

Keywords — Effectiveness

Synchronous Learning Approach

Performance

Grade 1 Pupils

I. INTRODUCTION

Synchronous learning approach is a learner-lead method where the lessons is accessed and completed at the same times for everyone. Synchronous learning gives each person minimum control over how, when and where training happens. It focuses on the class instruction or experiencing teaching and learning in the same time. This pandemic time Synchronous Learning Approach becomes popular in the implementation of the limited face to face based on the DepEd order no. 34 s. 2022.

Since they must learn the fundamentals of CVC in order to read and write the various letters of the alphabet, most first-graders in the Philippines are finding it difficult to adjust to this new normal of learning, which makes matters worse due to the mother tongue. It is incredibly difficult for the parents to instruct their kids in that language as their facilitators. Unfortunately, there may occasionally be a disconnect between the learner, the Filipino grade 1 curriculum, and the other participants—teacher and other students—due to the lack of a classroom environment. In the event that a parent or other adult is working alone and lacks the motivation to log in, read the lesson, and complete it, these factors may contribute to a lack of desire to guide. It's also important to take into account that asynchronous learning does not provide immediate feedback. Stated differently, a student may be utterly misinterpreting the content and exhibiting this misinterpretation through inappropriate discussion questions; however, since the course is not currently in session, the instructor may fail to identify this misinterpretation until it is too late. Asynchronous learning is fantastic and essential in this new normal, in my opinion, but it's not the solution to every problem. Rather, it functions best when combined with other approaches to ensure that every student is taken into account for the purposes of comprehension, access, and discussion of Filipino language in grade 1.

Examining the Filipino test results of first-graders during this pandemic is very remarkable, as the majority of them achieved perfect scores. On the other hand, it is evident that their parents provided the test answers. While not all, the majority of students are most likely among them. Thus, out of curiosity, the researcher devises a plan to find out if this asynchronous learning strategy is actually beneficial, particularly for grade 1 Filipino learners.

A key component of education is the synchronous learning approach, particularly in this pandemic period when students are already permitted to attend class. It includes any lesson, particularly one at the Filipino grade 1 level, where the teacher arrives at a different time than the student does, such as many e-learning platforms with pre-recorded lessons. Face-to-face interaction between students and teachers is provided by synchronous learning. One popular method for improving accessibility of mathematics learning materials for both teachers and students is the synchronous learning approach. It's extremely effective in some circumstances to link students to instructional materials.

A highly advantageous feature of synchronous learning is the collaborative learning environment that allows students and teachers to learn the same material. This is facilitated by the teacher-student interaction. Since they have already embraced traditional classroom settings, synchronous learners in first-grade mathematics have more control over their class schedules. For students who might have other responsibilities, this opens up more opportunities.

Thus, the purpose of this study was to determine whether the Grade 1 Filipino students' performance is improved by the Synchronous Learning Approach.

This study was conducted in order to evaluate the Effectiveness of Synchronous Learning Approach to the Performance of the Grade 1 pupils in Filipino. The findings of the study was the bases for the proposed Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the grade 1 pupils Filipino before the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in the 1st grading?
2. What is the posttest scores of the grade 1 pupils in Filipino after the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in the 1st grading?
3. Is there a significant difference between the pretest and posttest scores before and after the implementation of Synchronous Learning Approach in the delivery of the most essential learning competencies in Teaching Filipino subject for the 1st grading?
4. What intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest scores before and after the implementation of the Synchronous Learning Approach in the delivery of the most essential learning competencies in Teaching Filipino subject for the 1st grading.

II. METHODOLOGY

Design. This study utilized the Quasi-Experimental research design to determine the Effect of Synchronous Learning Approach to the Performance of the Grade 1 pupils in the delivery of the most essential learning competencies in 1st grading period in Filipino subject. In the Quasi- experimental research design, the researcher prepared different digital learning materials that were focus on the least learned learning competencies 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 study was conducted for one month period in which there were at least 4 learning competencies which were divided per week. The participants for this study will be the grade 1 learners handled by the researcher. The main local of the study is in Catagbacan Elementary School in Villaba South District in the Division of Leyte. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 1 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of the Pull-out reading Approach and utilization of Teacher-made reading materials to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 1 learners before the implementation of the Synchronous Learning Approach, The Posttest scores performance of the Grade 1 learners after the implementation of the Synchronous Learning Approach was also conducted as well as the significant difference of the Synchronous Learning Approach he pretest and posttest performances before and after the implementation of the Synchronous Learning Approach in the delivery of the most essential learning competencies in teaching Filipino subject. In the Quasi- experimental research design, the researcher prepared the different materials which integrating the Synchronous Learning Approach. The proposed Intervention Plan was taken based on the findings of the study.

Sampling. There are 37 who are included in the study. 19 respondents of the study were Males and 18 were Females and the primary means of reach is through Facebook account of their parents if there are times that during the gathering of data, they are in their respective homes. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor and the School principal were sought. 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 Experts such as the Master Teacher and in coordination with the school head was 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.

The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division 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. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. 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 Experts such as the Master Teacher in Filipino and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was 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. The study was bases for a proposed instructional supervisory 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 Synchronous Learning Approach to the Performance of the Grade 1 pupils in Filipino on the area 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 1 PUPILS IN FILIPINO

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	1	3
11-15	Good	7	24
6-10	Fair	18	60
1-5	Poor	4	13
Total		30	100
Weighted Mean		9.06	Fair

Table 1 displays the Grade 1 pupils' pre-test results in mathematics prior to the use of the Synchronous Learning Approach to deliver the most important learning competencies, specifically during the first Filipino grading period. According to Table 1's results, out of the 30 respondents, none had a score in the Excellent performance level, which ranges from 21 to 25. On the other class limit, which is 16 to 20, there was one respondent, or 3 percent, who was deemed to have very good Filipino performance.

Twenty-four (24) percent, or seven, of the total respondents were in the Good Level of Performance of the Grade 1 Filipino in the first grading period, with a score ranging from 11 to 15. This is regarded as being at the average level in terms of the number of respondents involved in the study. However, it was discovered that most respondents were concentrated in the fair level of performance, with a class interval of 6–10, given that 18 respondents, or 60% of the total number of respondents, were obtained from the various mathematical examinations that were administered. Lastly, 4 respondents out of the 30 total respondents fall into the poor performance category, meaning that they represent 13% of the 100% of respondents tested, with scores ranging from 1-4.

The results in Table 1 focus the reader's attention primarily on the pretest performance of the Grade 1 Filipino students, specifically on the competencies in the first grading period when the learners in question did not receive any intervention. Put another way, the results measure the learners' abilities prior to the Synchronous Learning Approach being integrated in the delivery of the most essential learning competencies, specifically on the MELCs in the first grading period. Based on the results of the pretest, it appeared that the first-graders had encountered some challenges before classes started, or that most of them had learned things that weren't all that great for developing their skills. Taking into account that the majority of them achieved a higher score or that their performance was within a reasonable range. To put it another way, in order to fill in all the gaps that have arisen during the previous two years of the implementation of modular distance learning, they actually need to experience a new set of strategies or techniques that could enhance their potential in answering various Filipino learning competencies during the first grading period. According to the results, only a small percentage of respondents changed the type of learning modality they use to deliver the most crucial learning competencies in mathematics. This indicates that when their classes are in Filipino, they are not really prepared to learn the various learning competencies for the first grading. It is obvious that the Grade 1 students need to be exposed to or receive instruction in another learning method that will help most of them reach their full learning potential and help them develop into independent learners.

TABLE 2
POST TEST PERFORMANCE OF GRADE 1 PUPILS IN FILIPINO

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	12	40
16-20	Very Good	16	53
11-15	Good	2	7
6-10	Fair	0	0
1-5	Poor	0	0
Total		30	100
Weighted Mean		19.97	Very Good

The Grade 1 students' posttest results in Filipino are displayed in Table 2. This outcome was determined following a four-week Synchronous Learning Approach intervention, during which the learners were taught the core mathematical competencies for the first grading period.

Based on Table 2's results, it is evident that 12 respondents, or 40% of the total, demonstrated excellent mathematical skills at the Excellent performance level (score ranging from 21 to 25). This was the outcome of the teacher-researcher's Synchronous learning approach. With a score between 16 and 20, the Very Good Level of Performance had 16 respondents, or a 53 percent equivalent percentage; in the good level of performance, which had a score between 11 and 15, there were 2 respondents overall out of the 30 respondents validated, or 7 percent. Last but not least, zero or none of the Grade 1 students fell into the poor and fair performance categories, which have scores ranging from 5-8 and 1-4, respectively.

The results in Table 2, which concentrated on the posttest performance of Grade 1 pupils in Filipino during the first Grading period, after the Synchronous learning approach was integrated in the delivery of the most essential learning competencies, implied that Grade 1 students are actually learning the subject and that they have acquired the various expected skills to be mastered. This means that in the first Grading period, the learning competencies that they truly need to be mastered were realized, including those that are thought to be in the difficult level, given that the statistical result in the weighted mean is 19.97 Excellent. These further clarify that first-graders actually learned the various mathematical topics after experiencing various teaching methods for the most crucial learning competencies. One of the reasons the students gave that response was that they had already forgotten the previous era, in which the instructors actually taught the material, and whenever they ran into trouble, they could just call on them and get help from the teacher on how to handle the various learning competencies. Additionally, the Grade 1 students took the method that their teachers used to impart the most important learning competencies very seriously.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 1 PUPILS IN FILIPINO

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 1 Pupils in Filipino	Pre	9.06	1.651	0.712	Reject H _o	Significant
	Post	19.97				

In the Filipino subject, which was focused on various learning competencies during the first grading period, Table 3 displays the test of difference between the pretest and posttest scores performances of the grade 1 students. After using the various learning modalities that their school had to offer, the 30 respondents were assessed for their learning capacity, and the results were compiled into Table 3. This is how much each respondent had learned about the Filipino subject. Additionally, these outcomes only showed up before and after the Synchronous learning approach was integrated into the teaching of the most important learning competencies in the previously mentioned subject, which was solely focused on the first grading period. Based on the data in Table 3, it is evident that Grade 1 students' pretest performance in Filipino was 9.06, which is significantly lower than their posttest performance, which equals 19.97. that, at the 0.05 level of significance, produced a computed t value of 1.651 and a critical t value of 0.712.

The hypothesis, which states that there is no significant difference between the pretest and posttest score performances of the grade 1 pupils in Filipino before and after the integration of the Synchronous Learning Approach, is rejected based on the results in Table 3, which clearly show that there was a positive effect on the performance of the students in both the pretest and posttest. Additionally, the computed t value is higher than the critical T value, indicating the significance of the study. The Grade 1 students' learning skills and self-esteem could be enhanced by exposing them to new learning strategies or methods of instruction. As a result, they will be more eager to learn new things and discover new learning through the introduction of new learning methods. These students, in particular, wanted new things practically constantly while learning the subject, especially Filipino. Applying the previously mentioned learning strategy is therefore very beneficial and truly assisted the Grade 1 students in enhancing their abilities.

IV. CONCLUSIONS

Based from the findings of the study, the pre- and post-test results of Filipino language learners in grade 1 differ significantly, it can be said. Thus, the performance of the Grade 1 pupils for the first grading period is greatly improved by the integration of the Synchronous Learning Approach in the delivery of the most essential learning competencies in Filipino. Furthermore, they will be more eager to learn new things and discover new learning through the introduction of new learning methods considering that they experience new learning approach in gaining skills in Filipino subject.

V. RECOMMENDATIONS

1. Utilizing the suggested intervention plan is advised.
2. The various synchronous learning approaches should be included by administrators or school heads in their respective work and budget plans.

3. Teachers in all subject areas should be encouraged by school heads to use synchronous learning approaches when teaching the most important learning competencies, particularly in Filipino subjects.
4. Based on the study's excellent and good performance levels, educators should keep implementing synchronous learning strategies to maintain or enhance student performance for those who truly need assistance with their mathematical abilities. For students who perform below averagely, educators should offer a variety of SLA learning opportunities and incorporate them into LAC sessions to increase their familiarity with how to close gaps and assist struggling students.
5. Regarding the aforementioned, the researcher is granting the next researcher the right to carry out the identical investigation in order to confirm the study's noteworthy conclusions.

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