



## **Project SOLE: Sharpening Of the least mastered skills in Learning English through SIM-Based learning activities**

JUDILYN M. MARIBBAY  
Teacher III  
Lalauanan High School  
Department of Education  
Philippines

### **ABSTRACT**

This action research aimed to assess the effectiveness of the Project SOLE: Sharpening Of the least mastered skills in Learning English through SIM-Based learning activities to improve the least mastered competencies in English of Grade 10 students of Lalauanan High School, Division of Isabela, School Year 2020-2021. The 30 target respondents in this study were selected through random sampling technique. It utilized Single group Pre –test and Post Test Experimental design where results revealed that there was a remarkable increase in the performance of the respondents after the utilization of the Strategic Intervention Material on the identified least mastered competency. In addition, the findings of the study showed that there is a significant difference in the results of the data ( $t_{5.06} > 2.045$ ) before and after the implementation of the Project SOLE. Based on the results and findings, it is recommended that more SIM-Based learning activities will be employed to reinforce the performance of the Grade 10 students in English; apply the Project SOLE in other grade levels to test its reliability and validity; and the administrators must cogitate in designing curriculum that implements the use of innovative strategies using SIMs and find ways to support the program through appropriate funding.

### **INTRODUCTION**

Education in the 22<sup>nd</sup> century is geared towards competence and skills of the learners who are considered to be the front liners in nation building. The more complex the world becomes, the more creative we need to be to meet its challenges, and this is becoming increasingly clear in education. This emphasized the need of the development of the skills and the competencies expected among learners.

Learners grow at their own pace through varied learning activities and the learners' unique differences and qualities have become a factor that challenges educators on how to handle their class, Alfiler (2021). Individual differences pose a problem on education as this unveils the reality that each individual differs in background, acquired skills, maturity and, motivational level, attitude, method of learning, rate of learning and ability to learn.

Propounded by Ventura- Cauilan ( 2022) although teachers are aware about individual differences among students, the need for diversifying the teaching approach is still great in terms of pedagogical methods, instructional aids and technological materials.

When an instructional approach doesn't fit the learner's needs and interest, they face a dilemma that would result to "No Mastery" of the competencies and that would make the acquisition of learning difficult for them, Malana ( 2020). Moreover, students' diverse needs, interests and learning abilities pose a problem to effectively manage the class and this challenges the teachers to provide varied activities, innovations, teaching approaches and methodologies that would not only fit to one learner but to the whole class as well, Abana ( 2020).

Educational innovations have been developed to address the problems and the needs of the learners in order to enhance the quality of their learning espoused by Bangayan-Manera (2019). Methodologies like cooperative learning, computer-aided instruction, peer- tutoring, among others have been proven to be effective strategies in improving students' performance. Individualized instruction, programmed instruction and modular/intervention approach are some of these strategies that cater to the needs and problems on individual differences.

When it comes to teaching innovation, Taguiam (2021) says that learning occurs in the interaction between the learner and the learning environment and teachers are motivated to do their best they could in order to deliver quality services and teaching. When the appropriate strategies and skills are applied to technology use, making it favorable tool for teaching, then better teaching effectiveness can be developed. Taguiam ( 2022) pointed out that teaching innovation is when teachers use multi-faceted and lively teaching methods, and diversified and rich content to stimulate student's inner interest in learning, thus, developing positive student attitudes toward proactive learning and enhancing students' learning ability.

Long before the advent of K-12 Basic Education Program, Intervention materials are highly regarded as tools for remediating poor achievements of the learners. Thereafter, Strategic Intervention Material or SIM was introduced into the teaching methods to stimulate the activity of the students and thereby increase their level of understanding. It is strategically prepared and designed for teaching remediation for low achievers in the subject. The same is given after a regular classroom instruction to students who were not able to grasp the concepts of a subject matter.

In the past three quarters of School Year 2019-2020, the researcher had observed that remediation, as part of addressing learning gaps and other deficiencies in learning produced positive effects. The one-hour teaching-learning interaction in the classroom is not enough for the slow learners to grasp the concept. Here raises a big concern on how students can maximize learning.

Basically, the commencement of the K-12 basic education program aims to improve the poor academic performance of the learners in the different subject areas in the school. The addition of two years in high school has envisaged development of valuable skills and full mastery of the students in the subjects learned. Unfortunately, the recent NAT result has addressed challenge to the teaching workforce particularly on the subjects that students displayed poor performance. The result suggests that on the average, the students obtained an MPS of 48.90 in the 2012 NAT, an improved performance when compared to the previous years, 44.33 in 2006 and 46.80 in 2005.

To conclude, it was still a poor performance. The glaring difference on the result was the scanty performance of students in English which register 40.53 and the lowest among the subjects. This implies that there is a missing ingredient in teaching and handling English skills for the students.

Bangayan-Manera, Vecaldo & Saquing (2020) concluded that learning strategies interact with personal characteristics of students. The fact that there is no ideal strategy that generates success in all learning situations, hence, teachers need to be trained to develop an understanding and skills in using appropriate strategies that satisfy student learning by designing strategic intervention materials-based learning activities.

The researcher would like to propose on the utilization of Strategic Intervention Materials (SIM) typed learning materials as strategy in teaching English skills. The ultimate aim of SIM is to make students master the least learned concepts in English. In doing so, once they mastered the concept, the students can easily comprehend questions and can answer Higher Order Thinking Skills (HOTS), thus, better academic gain is achieved for the Grade 10 students of Tumauini South District Public High School, Division of Isabela.

### **Statement of the Problem**

This action research assessed the effectiveness of the Project SOLE as an intervention material on the least mastered skills of Grade 10 students, School Year 2020-2021.

Specifically, this study sought to answer the following sub-problems:

1. What is the level of performance of the G10 students before the implementation of the Project SOLE?
2. What is the level of performance of the G10 students after the implementation of the Project SOLE?
3. Is there a significant difference on the student's performance before and after the implementation of Project SOLE?

### **A brief description of the Intervention**

The Strategic Intervention Materials are teaching aids given to the learners to help them master a competency-based skill which they were not able to develop during the regular teaching. It focuses only on one particular competency intended for remediation and it is a multifaceted approach to help students to become independent and successful learners. Moreover, it has 6 basic parts: First, the Title card, this part of the SIM includes the specific chapter or the subject matter covered by the material. Second, the Guide card, this section gives a preview of what students will learn. This card should stimulate the interest of the students with respect to the topic covered by the Strategic Intervention material. It presents the focus skills mentioned in the learning competencies and must state at least two sub-tasks (activities). Third, the Activity Card, this section is considered the heart of the Strategic Intervention Material. It consists of activities that will develop understanding of the students related to the given objective of a specific lesson. Fourth, Assessment Card, that is made up of activities and tests concerning what the students learned from the previous activities of the SIM. This test measures how much students learned from the given activities in the activity card. Fifth, the Enrichment Card, this section provides practical activities to be done by students related to the topic. This involves applications of the topic in their daily life, in industry or in other technologies. The last part of the SIM is the reference card which includes the title of the books,

websites, or any other electronic or printed materials. This part may be used by students as reference for additional information concerning the topic covered.

This SIM-Based Learning Activity was designed and formulated based on the least mastered skills during the pre-assessment and it was applied during drills or off-tasks throughout the 1<sup>st</sup> grading period. These intervention materials assessed the level of performance of the students on how far they improve from the identified least mastered skills and at the same time measures the level of mastery based from the given tests or activities.

Since we are now in the pandemic, the intervention was conducted through modular distance approach because most of my respondents have weak internet connection and some of them cannot afford to have a smartphones at home. Moreover, a 20-item pre-test was given to the respondents and after obtaining the result, an intervention material was designed to increase the level of mastery on the identified least mastered. This material was distributed to the respondents through the help of the Brgy. Officials and the parents who have vital roles in monitoring the conduct of the intervention.

The respondents worked on the intervention material in their own home for 2 weeks and the researcher monitored the students via online (messenger, text messaging, & phone calls) while conducting the intervention program. Post-test was administered after the conduct of the intervention to assess its effectiveness. Necessary Health and safety protocols set by IATF were observed.

The Strategic Intervention Material aimed to fill the gap and improve the performance of the students from the identified least mastered skills in English 10 and its main purpose is to enhance the skills of the learner through engaging in the activities given to them.

The designed SIM was evaluated as to language, content and usability of the material by the School and District Learners Resource Quality Assurance Team.

## RESEARCH METHODS

### a. Participants and/or other Sources of Data and Information

The target respondents in this study were the 30 selected Grade 10 students of Lalauanan High School in the Division of Isabela for School year 2020-2021. Purposive sampling technique was used to select the respondents in this study.

### b. Data b. Gathering Methods

The data were gathered from the result of the pre-assessment through the use of the 20-item teacher-made Pre-Test and Post-Test that underwent validation by the five (5) district evaluators from the District Quality assurance Team. Suggestions and recommendations were incorporated to improve the material. The Grade 10 learners of Lalauanan High School were the respondents for the pilot testing to test its reliability. The computed reliability coefficient of 0.963 denotes excellent reliability which signifies that the instrument has internal consistency.

Upon approval of the request to distribute the test instrument for pilot testing in 7 Barangays, the researcher gave the test instruments to the Brgy Captains who were the researcher's support in the distribution of the material following to the current health and safety protocols set by IATF and DOH.

The School and the District Learners' Resource Quality Assurance Team evaluated the designed Strategic Intervention Material as to language, content and

usability of the material parallel to the skills which were not mastered in the pre-assessment. Suggestions and recommendations were incorporated to improve the material.

Prior to the implementation of the intervention, the researcher sent a communication letter to the barangay Captains to ask permission in the distribution of the SIM following necessary health and safety protocols set by the IATF.

After 2 weeks of implementation and monitoring via online(messenger, text messaging, & phone calls), post-assessment was conducted to analyze if there is a significant difference in the performance of the students before and after the conduct of the intervention; and if the Strategic Intervention Material (SIM) is effective and help increase the performance of the Grade 10 students in the least mastered competency in English.

#### c. Data Analysis Plan

In this study, pre-test and post-test pure experimental research design was employed to determine the effect of the intervention being employed to the group. The following statistical tools were used:

1. Mean and Mean Percentage Score were used to analyze the pre-test and post-test score of the respondents.
2. Paired sample T-test was employed to determine the significant difference of the pre-test and post-test scores of the respondents.

## DISCUSSION OF RESULTS

The following are the results and the analysis done from the data.

**Table 1.** Mean and Mean Percentage Score of the least mastered competency before and after the Project SOLE.

Least Mastered Competency	Pre Test		Verbal Description	Post Test		Verbal Description	Difference of the MPS
	Mean	MPS		Mean	MPS		
1. Determine the textual aids like graphic organizers, titles, non-linear, illustrations, etc. on the understanding of a text (EN10RC-Ia-e-2.15.2)	18.5	61.67	No Mastery	22.95	76.50	Mastered	14.89

Legend: 74 and Below- No Mastery      75% and Above- Mastered

Table 1 reveals that the Pre-test score of the 30 respondents on the least mastered competency is below the mastery level however after the conduct of the Project SOLE, the post

test score has improved and reached the mastery level. Thus, table 1 clearly reflects that there is a remarkable increase in the Mean score and MPS of the respondents after the utilization of the Strategic Intervention Material on the identified least mastered competency. This means that the performance of the students positively responds to the utilization of SIM.

This result is supported by Balog & Gonzales (2021) which he stated that, using SIM can elevate the instruction and students' academic performance.

**Table 2.** T-Test result on finding the Significant Difference in the mean score of the Grade 10 students before and after the implementation of the Project SOLE.

Variables Compared	Df (n-1)	Mean s	Computed t-value	Critical t-value	Impression @0.05 Level
Pre Test (X <sub>1</sub> )	29	X <sub>1</sub> =18.5	5.06	2.045	Significant
Post Test (X <sub>2</sub> )		X <sub>2</sub> =22.95			

It can be gleaned from the table that the t-value is higher than the critical level thus, the researcher rejected the null hypothesis which is significant at 0.05 level. This implies that there was a significant difference in the performance of the Grade 10 students in the least mastered competency after the implementation of the Project SOLE. Findings of this study confirm in the studies conducted by Bangayan- Manera ( 2019 ) that strategic intervention materials are highly regarded as tools for remediating poor achievements of the learners. SIM or Strategic Intervention Material refers to a teaching aid introduced into the teaching methods to stimulate the activity of the students and thereby increased their level of understanding. Clemente (2019) also supported the findings which defined SIM as meant to re-teach the concepts and skills (least mastered). It is a material given to students to help them master competency-based skills which they were not able to develop during the regular class. Using different strategies and teachings styles really helpful on the part of the teachers and even students. Indeed, quality teaching will be shared and quality output would be expected from the students. These interventions would always

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results and findings, the following conclusion is being taken:

1. The pre assessment result of the 30 respondents is below the mastery level before the implementation of the Project SOLE.
2. The post-assessment result is much higher than the baseline data and was found to be in the mastery level after the conduct of the intervention.
3. There is a significant difference on the mean scores of the learners before and after the implementation of Project SOLE, thus the use of SIM-based learning activities increase the performance of the learners in the least mastered competency.

## REFERENCES



Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*. 58 (2): 7977-7984

Alfiler, C. (2021). ASSESSMENT STATUS OF TECHNICAL VOCATIONAL EDUCATION IN THE NORTHERN PHILIPPINES: ASSESSMENT STATUS OF TECHNICAL VOCATIONAL EDUCATION IN THE NORTHERN PHILIPPINES. *International Journal of Arts, Sciences and Education*, 1(3), 124–138.

BALOG, P., & Gonzales, E. . (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23–44

Bandura, A. (1969). *Principles of behavior modification*. New York: Holt, Rineheart & Winston.

Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.

Bangayan-Manera, A. (2019). Textual Analysis of School Graffiti. *The Asian EFL Journal*. 21 (2.3), 273-285.

Bangayan-Manera, A, Vecaldo, R. & Saquing J. (2020). Cultural Structuring of Urok Practices: An Intercultural Communication of Bago Tribe in Kalinga, Philippines. *International Journal of Psychosocial Rehabilitation*. 24 (6), 13193-13217

Bruce, M. (2009). *Active learning: Creating excitement in the classroom*. Washington, DC: Eric Clearinghouse on Higher Education.

Clemente B. G ( 2019). Philippine Literature as a Vehicle to Strengthen Values Education. *The Asian EFL Journal*. 24(4), 443-468

Drucker, P. (2006). *The effective executive the definitive guide to getting the right things done*. Harper Business Essentials. New York Collins.

Fonseca, J. (2006). Secondary student perceptions of factors affecting failure in Science in Portugal. *Eurasia Journal of Mathematics, Science and Technology Education*. <https://doi.org/10.12973/ejmste/75455>

Malana, M.L. (2020). Attitude and Level of Performance of Students in Chemistry. *International Journal of Psychosocial Rehabilitation*. 24 (8), 10148-10154

NAT Overview and 2012 Test Results. Department of Education. National Education Testing and Research Center. Retrieved from [www.depedqc.ph](http://www.depedqc.ph).



SIM 101: The Basic of Developing Strategic Intervention Materials for Classroom Use. Retrieved from <http://tsoktok.blogspot.com/2011/08/sim-101-basicofdevelopingstrategic.html>)

Simsek, A., & Balaban, J. (2010). Learning Strategies of Successful and Unsuccessful University Students, *Contemporary Educational Technology*, 1 (1), 36-45.

Taguam, A. ( 2021). Trust or not to trust: Assessing the Employees' Level of Organizational Trust in the State University. *Journal of Positive Psychology and Wellbeing*. 5(3),991-1000.

Taguam, A. (2022). Organizational Communication Climate and It's Relationship to Employee Organizational Trust: An Exploratory Study. *Journal of Positive School Psychology*. 6 (3, 3332-3342.

Ventura- Cauilan, M. ( 2022). Students' Adaptability Challenges on Online Learning in A Public University: Input for Academic Policy Modification

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Wood, D. (2002). Teaching with internet based resources increase internet learning.

Wu (2002). Important concept and implementation strategy of creative teaching. *Taiwan Education*, No. 614, pp 2-8