IMPROVING GRADE 11 ICT STUDENTS' STRATEGIES FOR EFFECTIVE COMMUNICATION THROUGH MODIFIED ACTIVITY SHEETS AND KEY SUPPLEMENTALS (MASKS)

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IMPROVING GRADE 11 ICT STUDENTS' STRATEGIES FOR EFFECTIVE COMMUNICATION THROUGH MODIFIED ACTIVITY SHEETS AND KEY SUPPLEMENTALS (MASKS)

A Basic Education Research Study

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by

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Our LEARNERS: *The Diamonds of the Fortress.*
ASENSO OZAMIZ!

Improving Grade 11 ICT Students' Strategies for Effective Communication through Modified Activity Sheets and Key Supplementals (MASKS)

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ABSTRACT

The outbreak of COVID-19 forced education to shift its paradigm from face-to-face classes to an Alternative Delivery Mode that aims to the continuity of basic education throughout the country. The majority of the schools in the Philippines adopted the Modular Learning delivery Mode, where teachers are challenged by the poor performance and participation of the students. This descriptive study aims to improve students performance among Grade 11 ICT Students utilizing the Modified Activity Sheets and Key Supplementals (MASKS). Pretest and Posttest were gathered and analyzed using descriptive and inferential statistics. Findings revealed that students' performance increased significantly. Moreover, students' participation and interest also increased. This study recommends using MASKS as supplemental materials in increasing students' academic performance during the implementation of the education in the New Normal.

Keywords: *activity sheets, modular learning delivery, oral communication, strategy,*

Philippines

Context and Rationale

The COVID-19 pandemic brought global changes in all aspects and walks of life. One of the most vulnerable members of the society were the school children, wherein 90 percent of the population worldwide was affected by the pandemic at its peak, which led to the closure of the schools beginning in February of 2020. International organizations joined together to respond to the pandemic's emergence by conducting research. UNICEF, for example, focuses its study and response on the education aspect by researching the impact of the pandemic on education, the effectiveness of remote learning as a solution, mitigation of learning loss, notions on re-opening of classes, and emphasis on the innovative solutions to the different problems met by the education sectors (Reuge et al., 2021).

In the Philippines, the Department of Education (DepEd) urged the public and private education institutions to develop the Basic Education-Learning Continuity Plan (BE-LCP), a

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package of education interventions in basic education to address the challenges brought about by COVID-19. It is a call to engage internal and external stakeholders to ensure students' safety, health, and well-being of parents, teachers, and stakeholders. (DepEd Order No. 012, s. 2020)

Ozamiz City Division adopted the Printed Modular Learning Delivery Mode blended with Radio-Based Instruction (RBI) and the TV-Based Instruction (TVI), encouraging each school to develop their BE-LCP following the DepEd guidelines.

One of the prevalent issues among the students in Tabid National High School that greatly affect the implementation of Modular Distance Learning is the lack of interest among students in answering their printed modules. The school is located at Puro-3, Tabid, Ozamiz City Misamis Occidental, 11 kilometers away from the city proper. For 2021-2022, the school has 691 students from grades 7 to 12 with 29 teachers and 2 staff. Its senior high school population is 258 students, of whom 108 are in grade 12 and 150 are in grade 11.

The mentioned problem is based on the second quarter grades of the grade 11 students for School Year 2020-2021, specifically the quarterly achievement rate of the students wherein the subject in Oral Communication in Context which ranked second to the lowest among the 9 subjects with an average grade of 85.42%.

Figure 1
Grade 11 Academic Performance
First Semester 2020-2021
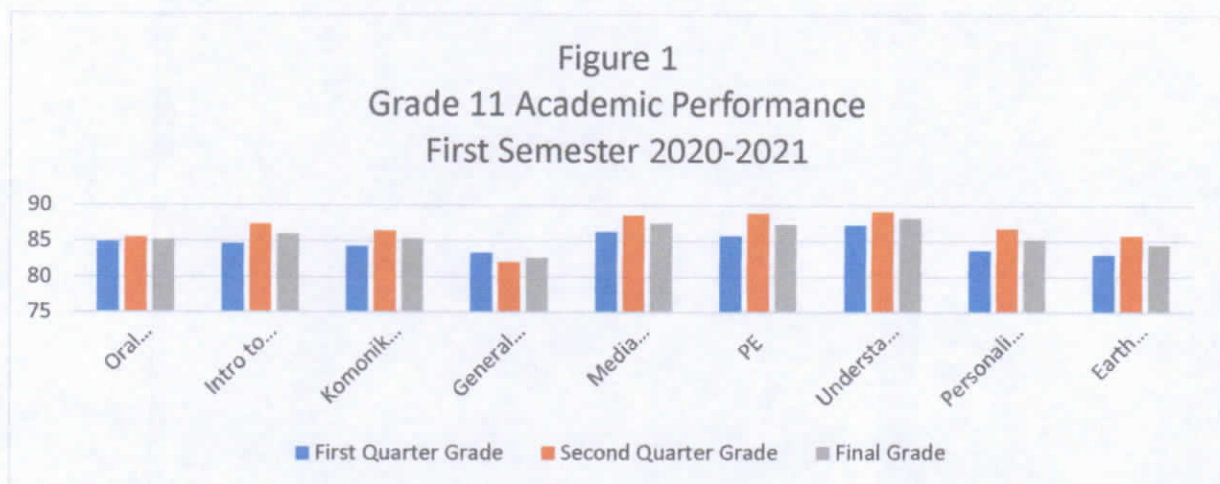
As per observation, most of the students do not perform the activities in the modules. Some will copy only the answer keys given to them through the modules. Other students do not answer the performance task since the modules they will use as references for their activities are returned. Moreover, students' performances in Performance Tasks and Written Tests are observably low since some students do not take note of the key concepts on the modules while they are on their hands. Other students commented that the tasks on the modules were not contextualized, and they had no access to the link because they had no

internet connection. Therefore, taking this students' feedback, the challenge to develop strategies in giving contextualized, timely and relevant Written Tests and performance tasks is needed.

In this context, the study is beneficial to grade 11 students of Tabid National High School in developing their skills in Strategies for Effective Communication through the Modified Activity Sheets and Key Supplementals (MASKS).

Innovation, Intervention and Strategy

Modified Activity Sheets and Key Supplementals (MASKS) aided the students in addressing the low performance of the students in Oral Communication in Context Subject in Grade 11. A handful of studies about modular learning and its effectiveness have been established and explored. Yet, very few studies are related to testing using learning activity sheets to aid the printed modular learning delivery mode. Pribadi and Susilana (2021) suggested that mind mapping as a learning strategy improves students' interest and performance and aids in students' achievements in the printed modular learning delivery modality. In comparison, Tingson and Aquino (2021) used task outputs to determine the students' reading comprehension skills while implementing the Printed Modular Learning Delivery. Additionally, Sukarmin, Poedjiastoeti, Novita & Lufti (2018) used the Writing-To _Learn (WTL), resulting in good academic performance among students. Here, students were asked to write a reflection on what they learned from the lesson.

Those studies reflect the effectiveness of the printed activity sheets as support for the Printed Modular Learning Delivery Mode. It is for these grounds that MASKS will be used.

In conducting this study, the teacher gave the pretest about the competency on strategies for effective communication to gather the baseline data. The teacher then distributed the MASKS together with the modules.

The MASKS as an intervention served as the Written Test, Performance Task and Notes of the Key Points. Students answered on this Modified Activity Sheets which made use of three (3) parts:

The First Part is the Written Test. This part is a series of contextualized activities and some activities from the modules, which are essential for the learners to achieve the content standard. It could be in any or combination of the following form of activities: enumeration of concept, multiple-choice test, simple recall, situational analysis, and mind mapping.

The Second Part is the Performance Test. It comprises contextualized activities that led the students to perform the performance standard. It could be in any of the following forms: short essay, giving of situations, creating a new situation and giving a solution to the problem.

The Third Party is the Key supplemental. It is a synthesis of concepts in the form of any graphic organizer, which requires the students to summarize their learning of the concept. Here the students were asked to give and rename the key concepts of the topic.

After which, the teacher conducted the post-test on strategies for effective communication to verify the effectiveness of MASKS. These skills to be developed cover the MELCs content standard in Quarter 2 for Oral Communication in Context for Grade 11 Students of Tabid National High School following the matrix in Table 1.

Table 1. Matrix of Activities

Subject	Oral Communication in Context
Grade	Grade 11 – Quarter 2
Content Standard	The Learner recognizes that communication competence requires an understanding of speech context, speech styles, speech act, and communicative strategy.
Performance Standard	The Learner demonstrates effective use of communicative strategy in various speech situations.
Learning Competencies	Employs various communicative strategies in different situations (EN11/12OC-IIab-21) Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: (EN11/12OC-IIab-22) • Language form (EN11/12OC-IIab-22.1) • Duration of interaction (EN11/12OC-IIab-22.2) • Relationship of the speaker (EN11/12OC-IIab-22.3) • Role and responsibilities of the speaker (EN11/12OC-IIab-22.4) • Message (EN11/12OC-IIab-22.5) • Delivery (EN11/12OC-IIab-22.6)

Timeline				
Day	Specific Objectives	Activities	Concerned Individual	Expected Output

1	Gathered baseline data	Conducted of Pretest	Teacher, Student	Pretest result
2	Employs various communicative strategies in different situations (EN11/12OC-IIab-21)	Distributed of Modules to Students with the MASKS for Competency 1	Teachers, students, parents	Answered MASKS
3-6		Answered and Perform the activities in the MASKS	students	Answered Masks
7		Retrieved and Collected modules and MASKS	Teachers, students, parents	Answered MASKS
8		Checked of MASK	Teacher	Scores
9	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: (EN11/12OC-IIab-22)	Distributed of Modules to Students with the MASKS for Competency 1	Teachers, students, parents	Answered MASKS
10-13		Answered and performed the activities in the MASKS	students	Answered Masks
14		Retrieved and collected modules and MASKS	Teachers, students, parents	Answered MASKS
15	• Language form (EN11/12OC-IIab-22.1) • Duration of interaction (EN11/12OC-IIab-22.2) • Relationship of the speaker	Checked of MASK	Teacher	Scores

	(EN11/12OC-IIab-22.3) • Role and responsibilities of the speaker (EN11/12OC-IIab-22.4) • Message (EN11/12OC-IIab-22.5) • Delivery (EN11/12OC-IIab-22.6)			
16	Gathered post-intervention data	Conducted Posttest	Teacher, Students	Posttest result
17-19	Gathered Reflections form students	Conducted interview	Teacher, Students	Reflection of students on the use of MASKS
20-23	Analyzed the gathered data	Did in-depth analysis of the students' outputs	School heads, teachers	Findings of the study
24-25	Finalized the full-bloomed action research	Prepared the final outputs of the action research	School heads teacher	Final copy of the finished action research

Research Questions

1. What is the level of students' performance in strategies for effective communication before implementing the strategy?

2. After implementing the strategy, what is the level of students' performance in strategies for effective communication?

3. Is there a significant difference in the students' performance before and after implementing the strategy?

4. What are other remarkable improvements evident in the students' behavior and academic performance after employing the MASKS?

Action Research Methods

Research Design. This study is action research by design. Action research requires self-collective inquiry to enhance rationality and justice in educational practices. It is collaborative by which critical examination of individual group members is achieved. It is also open for debate and queries concerning the orientations and the commitments of the researcher and the respondents (Smith, & Doyle, 2017). Action research is a practical inquiry form of investigating and evaluating works. It is a powerful, liberating form of inquiry as they investigate practices and fully find a way of fully living the existent social values (McNiff, 2017). In this research, inquiry and investigation were done by improving the academic performance of grade 11 students on strategies for effective communication using Modified Activity Sheets and Key Supplementals.

Site. The action research was conducted in Tabid National High School, Ozamiz City. Tabid NHS is a complete secondary school serving Junior and Senior high schools from Grade 7 to 12. The school has 691 students from grades 7 to 12 with 29 teachers and a principal school heads 2 staff. Its senior high school population is 252 students, of whom 102 are in grade 12 and 150 are in grade 11

Participants and Other Sources of Data and Information. All Grade 11 Computer System Servicing NC II students in Tabid National High School during the SY 2021-2022 participated in this project. They were the most heterogeneous group among the four (3) sections in Grade 11. These 44 students were encouraged to attend and participate in receiving and performing activities in the modules and given Modified Activity Sheets and Key Supplementals to use the desired data. However, the researcher got only 20 students as final participants through simple random sampling.

Data Gathering Methods. This action research gathered quantitative and qualitative data. The level of students' academic performance on strategies for effective communication was gathered before and after the intervention program through a paper-pencil test and a self-

reflection essay. The data gathered were analyzed. The results and findings served as the basis for determining the effectiveness of the MASKS method employed during the Printed Modular Learning Delivery Modality in this pandemic.

The **Modified Activity Sheets and Key Supplementals** (Appendix A) were distributed to students together with their modules. Students read the modules and performs the activities reflected in the MASKS.

The **reflection or insights** from the students on the use of MASKS with the module served as a feedback mechanism.

The **Scoring Rubrics** (Appendix B) gave rates to the students' Performance Tasks. The rubrics include the content (25 points), presentation of ideas of the tasks (15 points), and mechanics (10 points).

Ethical Issues. In this study, the issues on authority to conduct research, the safety and well-being of the participants, especially the minors, research integrity and originality, and data confidentiality were resolved. Regarding the authority to conduct this research, the main proponent is a Grade 11 subject teacher in the Oral Communication in Context of the Tabid NHS for the SY 2021-2022.

This research project was encouraged to all Grade 11 Computer System Servicing students. However, approval from the school principal had been acquired before conducting the study.

Confidentiality and anonymity were observed in the study by not mentioning the participant/respondent's identity in any part of the paper. Finally, the final report was subjected to a plagiarism test before submitting and publishing the output. The researcher aims to consider the 95 percent originality level of the paper before submission to the funding agency.

Data Analysis Plan. The following processes were performed in the analysis of the data gathered:

Data from Analysis on the level of performance was analyzed and reported using counts, percents, mean and standard deviations. T-test was computed using the baseline and endline data sets to determine the significant increase in the level of performance in strategies for effective communication of the students. In thematic analysis, common and emerging themes were reported, and feedback from the teachers was also be considered.

Discussion of Results

Students' Level of Performance in Strategies for Effective Communication Before and After Implementing MASKS

Table 2 reflects the students' level of performance in Strategies for Effective Communication before and after the implementation of the Modified Activity Sheets and Key Supplementals (MASKS) in Oral Communication in Context Class for Grade 11 ICT Students. It can be noted that before the intervention, the students performed at "Poor" (M=5.83) level in their strategies for effective communication. In the post-test, it was observed that students' level performed "Fairly Satisfactory" (M=9.38).

Moreover, there was an increased student performance in Strategies for Effective Communication before and after the intervention. It increased by 3.55 (from 5.83 to 9.38) on the average score. It is further noted that scores were closely accumulated in the post-test (SD=5.25) compared to the pretest (SD=5.95).

The findings suggest that Modified Activity Sheet and Key Supplementals (MASKS) effectively developed retention and performance in Strategies for Effective Communication. The results further show that MASKS will aid the students in getting the content and necessary skills need to learn and develop from the module.

This claim is supported by Pribadi and Susilana (2021), who reported that mind mapping aided the students in their achievement while students continued studying through Printed Modular Delivery Modality. In addition, Tingson and Aquino (2021) insisted that task outputs determine the students reading comprehension while implementing Printed Modular Learning Delivery.

Table 2. Level of Students' Performance in Strategies for Effective Communication

Competencies	Items	Pretest		Posttest	
		M	SD	M	SD
Communicative Strategies	20	5.83	5.95	9.38	5.25

Note - Scale: 16.67-20.00- Outstanding; 13.34-16.66 - Very Satisfactory;
10.00-13.33 - Satisfactory; 06.67-09.99 - Fairly Satisfactory;
03.34-0 6.66 - Poor; 00.00-03.33 - Very Poor

Difference in Students' performance Before and After Implementing the Strategy

The test result for the significant difference between the students' pretest and post-test scores is shown in Table 4. The result revealed a significant difference in the level of performance of the students' strategies for effective communication ($t = 2.46$; $p = 0.02$).

The results show a significant increase in the level of students' strategies for effective communication after the implementation of MASKS. Students' performance in the module is more effective if accompanied by the MASKS. This finding is supported by Lapinid (2021), who commended that Learning Activity Sheets (LAS) can potentially improve pupils' learning in Grade 2, especially those learning competencies that are hard to comprehend. Moreover, the recommendation to use LAS alongside modules was advised to help augment the pupils' performance in the difficult Most Essential Competencies (MELs).

In the same case, Taoy (2021) strongly recommended the use of Learning Activity Sheets (LASs) and considered it an effective intervention strategy in developing kindergarten performance during the modular learning delivery modality. The same manner was also suggested by Bailon, Desalisa and Solano (2022) in developing the perception and performance of students in Earth Science for Grade 8, who recommend the use of Learning Activity Sheets to support the implementation of Printed Modular Learning Delivery Modality.

Table 3. Test of Significant Difference between the Pretest and Posttest Scores of the Students

| Competencies	t Value	Remarks	p-Value	Remarks
Communicative Strategies	2.46	Reject the Null Hypothesis	0.02	Significant

Note: $t > 1.729$ – Reject the Null Hypothesis; $p < 0.05$ – Significant

Other Notable Improvements of the Students'

Improved Performance: Figure 2 presents the students' perception of MASKS, in which 90 percent of the students said that MASKS helped them understand the concept of the module and it makes them easier to answer the activities. Their scores validate their claims. As observed, the students did not just copy the answer found in their

Figure 2: Students' Perception on MASKS

2, 10%
18, 90%

■ Helped by the MASKS ■ No Answer ■ ■
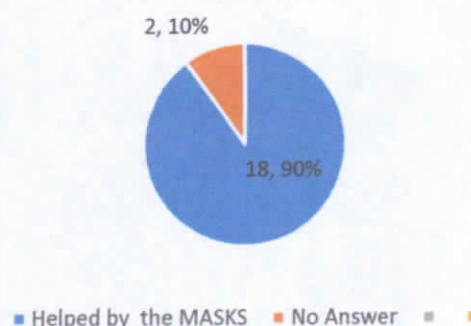
modules. They tried to respond to the activity using their ideas to the content they had learned from the modules.

Increased Participation: Based on the timeliness and the diligence of the students in answering the modules. All participants could return their modules within the week they were supposed to return their modules. Whereas, in previous modules, without the MASKS, only 11 or 60 percent of the participants could return the module within the given time they were supposed to return the module. Moreover, there was no unanswered sheet during the return of the paper. Unlike before, some students returned the modules unanswered.

In addition, 17 or 85 percent of the students commended continuing the use of MASK for the remaining modules and even in other subjects to be guided and focus on the essential key concepts and skills to learn.

Adaptation of MASK by Co-teachers: It is also worth considering that 4 teachers in the school adapted the strategy of using MAKS in the different subjects they handled and observed the positive response to it by their respective classes. They also commend it for the easiness of focusing on the most important concepts and skills that students need to take note of and perform for the mastery of the Most Essential Learning Competency (MELCs)

Conclusion

This study provides evidence that the Modified Activity Sheets and Key Supplementals (MASKS) strategy is effective as a supplemental aid in developing the student's strategies for effective communication during the Printed Modular Delivery Mode. Therefore, this paper recognizes the essentiality of contextualization and modification of the modules'. The activities in the modules are designed to suit the students' needs and capture their interest for increased and maximum participation. It further supports the idea that MASKS effectively improves students' performance in the Modular Learning Delivery Modality.

Reflection

The researcher of this study gains the insight that students are motivated to learn when they see a clear direction of their learning. The bulk of the modules might threaten them even to scan the pages. However, if the teacher can capsulize the concepts and activities so the students can visualize what to do, students will be eager to perform and do the activities. With that, they will be drawn to read the module and see what important prior knowledge they need to get and learn from the module to perform the given task. In these contexts, the researcher recommends the use of MASKS in all learning areas, especially in the Education in the New

Normal. It is also highly recommended to replicate this study in other learning areas and grade levels.

Action Plan

The findings of this study will be disseminated during the INSET at Tabid National High School by sharing results and preparing lessons using the MASKS. Teachers who met the same problem in this study had already started using MASKS in their respective subjects.

It is also sought that research output will be presented to the different district supervisors, school heads and teachers during the divisional and regional research congresses. Publication of this paper will also be tried. It is also advised that replication of this study in the schools where the same problem exists will be done.

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