

USING AN ACTIVITY SHEET (TALA-GAWAIN) AS AN INTERVENTION WITH THE CORRECT USE OF WORDS

JOHNABELLE E. DONASCO
johnabelle.donasco@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

The main purpose of this study is the use of an activity sheet as an intervention in Filipino 7 with the correct use of words. The activity sheet was developed and validated by 20 teachers from the Division of Lucena City. The researcher also used 80 students from Lucena City National High School Silangang Mayao Extension, all from grade 7 students for their low performance on the correct usage of words. A descriptive-quantitative method of research was utilized in this study. Intervention and Questionnaire were formulated and given to the said respondents, who were selected purposively.

The outcome of this study is presented. Using the activity sheet as an intervention with the correct use of words, such as Based on Content; Presentation; and Localization, all are acceptable with the respondents' answer to the totality of each part with a comment that strongly agrees and a literal explanation of "extremely high." Moreover, using the activity sheet as an intervention with the correct use of words, based on Description according to Appropriateness; and Importance, all are also acceptable with the respondents' answer to the totality of each part with a comment that strongly agrees and a literal explanation of "extremely high."

The level of Performance based on Knowledge is acceptable that the answer of the respondents throughout each question has a descriptive equivalent of Best and a literal explanation of Exceptional.

The level of Performance based on Comprehension is acceptable that the answer of the respondents throughout each question has a descriptive equivalent of Efficient and a literal explanation of Satisfactory.

The level of Performance based on Comprehension through output is acceptable that the result of the respondents throughout each question has a descriptive equivalent of Better and a literal explanation of Very Satisfactory.

In sum, using the Activity Sheet as an Intervention with the correct use of words based on the Parts and Description has "A significant" effect on students' Performance. Therefore, the conclusion presented is acceptable based on the results of each problem presented.

After the study and analysis of the findings, the researcher suggests to the teachers enjoy and use the activity sheet as an intervention in the correct use of words in teaching Filipino so that the students have enough knowledge and can use the words correctly.

Keywords:

Intervention Material, Activity Sheet, Correct Use of Words, Knowledge, Comprehension, Performance

INTRODUCTION

Writing, listening, and speaking skills depend on the words used. Communication and understanding will also be effective if the words used were appropriate, especially when language is considered. Some believe it doesn't matter whether the grammar or the use of language is right or wrong, understanding is what matters. If this is what most people continue to believe and stand for, people's faith in the language will weaken, which will cause it to die.

Nowadays, modern technology is widespread and social media is powerful, many young people have a wider vocabulary from it as if it is their modern dictionary. This is one of the many reasons why students have low knowledge and understanding of the Filipino Language and proper use of words. The society they belong to also has a big influence because what is often spoken in words is also what they write here. Newly developed words from different groups or groups are also part of these aspects that weaken the language and become the root of its misuse.

One of the objectives of the Department of Education is that no student should be left behind in the field of education and the attainment of wisdom. It is desired that everyone has an equal right to discover knowledge at school and to shape the skills they have difficulty understanding or at least master skills in a lesson or subject. Republic Act 10533 "Enhanced Basic Education Act of 2013," section 10.3 Production and Development of Materials encourages the development of local teaching-learning materials for students. Because of this, this exercise about the correct use of words can help develop the skills of students when they have confused.

The researcher chose this topic to make the use of the Filipino language more developed and effective. Also, it is important to pay attention to students who use incorrect and inappropriate words, so that this error can be corrected as soon as possible. This study will help to improve writing and narration, as well as understanding the correct and appropriate words to express.

STATEMENT OF THE PROBLEM

This research also wanted to know the answers to the selected questions:

1. What is the level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on;
 - 1.1 Content;
 - 1.2 Presentation; and
 - 1.3 Localization?
2. What is the level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words based on Characteristics according to;
 - 2.1 Appropriateness; and
 - 2.2 Importance?
3. What is the level of Performance of the students according to;
 - 3.1 Knowledge; and

3.2 Comprehension?

4. Does using an activity sheet (tala-gawain) as an intervention with the correct use of words according to Basis have a significant effect on students' Performance?
5. Does using an activity sheet (tala-gawain) as an intervention with the correct use of words according to the Description have a significant effect on students' Performance?

RELATED LITERATURE AND STUDY

The researcher based the related literature on the supplementary equipment based on the purpose, work, importance, knowledge, and training included in it.

Teachers are the main transmitters of knowledge that will come from their methods and equipment in the teaching to be carried out. Therefore, a large part of the student's learning depends on the teacher whose main goal every day is to realize the knowledge acquisition of all students. Therefore, it is a big challenge for teachers to create materials or equipment that they will use in their teaching that will suit the student's abilities.

According to Eze (2012), if teaching aids are used properly, they can help teachers so that their teaching can be more effective and students can quickly follow the lesson and impress their minds. In developing a module or teaching tool, it is important to consider all important components such as the importance of each tool; the pretest that will show the student's readiness to use the module; the goal or what the student is expected to achieve in each subject; activities that serve as a learning guide to achieving goals; and the post-test measured what was learned in the module or to find out if the goals were achieved. (Lardizabal et. al. cited by Cayetana 2017).

According to Bolisani, E., and Bratianu, C. (2018), Knowledge is an abstract concept without any reference to the tangible world. It is a very powerful concept, yet it has no clear definition so far. The well-known definition that knowledge is justified true belief is shown to have limitations given by the justification condition and the true nature. With these, knowledge can indeed be acquired both with the help of others and through self-experiences.

Bagsic, E. (2015) cited that students then and now have a big difference in the way they learn and understand. This is a result of the difference in the approaches and strategies used by the teacher in teaching. Most of the time, many of our students have their understanding of each approach presented by the teachers. Learner's comprehension levels can be improved by how the teacher improved the teaching-learning process.

Finegan, E. (2012) mentions that the content refers to the artistic choice of words, building the structure of sentences, and using a bridge that increases the effectiveness and beauty of expression. The content of intervention materials can be easily understood by learners so it can be beneficial to them.

Byrd (2012), mentioned that three factors should be focused on in the presentation, design, selection, and use of teaching materials: the fit between the curriculum and the text, the fit between the student and the text, and the fit between the teacher and text. Students will want to focus more on it and they will be more encouraged to learn if it is pleasing to their interest and vision. It is also important that they infer every detail in the text they have, so in addition to the equipment being in order, the images that will be included in the equipment should also be considered.

According to Castillo (2019), the presence of localized teaching aids in the education system has many positive effects. It can be developed and done in all subjects. The localization

of the material helps to make the tools, activities, events, and issues that can be obtained and come from society to be more useful.

In addition, Caballes (2013), the development of material must be related to the student's interest and recognize the appropriateness. The most important material is for students which must be quick and easy to learn. Evaluating is based on the individual who should have the ability to understand and analyze the material contained in it so that it can be arranged and organized for the success of learning.

According to Bagsic (2015), teaching aids are an important teaching and learning tool to demonstrate the teacher's competence and develop the student's abilities. They help to make students more interested, involved, realistic, and pleasant. It also provides opportunities for teachers and students to have good relationships and active participation that will result in effective teaching and learning. It will also open the door for students to identify and develop themselves.

As mentioned, using activity sheet as an intervention with the correct use of words in the teaching and as supplementary materials have a great relationship with students' learning.

METHODOLOGY

In this chapter, the research design, respondents, research method, research instrument, and statistical method are found.

In this study, the researcher used a Descriptive-Quantitative Method to gather specific answers and important information about Using an Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words.

The Descriptive Method is also used to show the detailed conclusion on the hypothesis or inference through intensive study and correct interpretation. Descriptive research according to McCombes (2019), which had a revision in 2022, aims to explain the population, event, or circumstances properly and correctly. It answers the what, when, where, and how questions, but not the why questions.

With the help of this research design, the researcher found out and interpreted the data to determine how important the use of this teaching tool is among students from the seventh grade. Through this kind of intervention material, students can improve their skills and ability with the correct use and understanding of words in Filipino whether in reading, writing, or communicating with others.

The respondents used in this study are the selected graduate master teachers in Filipino consisting of twenty (20) from the Division of Lucena City and learners from the seventh grade of Lucena City National National High School- Silangang Mayao Extension Year 2022-2023 with eighty (80) students and a total number of one hundred (100). Respondents in this research were selected purposively.

Population and Selection of Respondents

The respondents of this research will be twenty (20) graduate master teachers from the Division of Lucena City and eighty (80) students from the Lucena City National High School- Silangang Mayao Extension who are in grade 7 in the school year, 2022-2023.

The students who were selected as respondents in this research are students who usually get low marks or levels in the tests conducted and misuse words in writing and speaking. Also, master Filipino teachers were chosen because they are the ones who can help to determine the effectiveness of the teaching equipment that can be used by seventh-grade students. The researcher used purposive sampling to select the respondents of this study.

Formula Used

Problem	Formula
1. What is the level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on; 1.1 Content; 1.2 Presentation; and 1.3 Localization?	Mean at Standard Deviation
2. What is the level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words based on Characteristics according to; 2.1 Appropriateness; and 2.2 Importance?	Mean at Standard Deviation
3. What is the level of Performance of the students according to; 3.1 Vocabulary; and 3.2 Comprehension?	Weighted Mean at Standard Deviation
4. Does using an activity sheet (tala-gawain) as an intervention with the correct use of words according to Basis have a significant effect on students' Performance?	T-test
5. Does using an activity sheet (tala-gawain) as an intervention with the correct use of words according to the Description have a significant effect on students' Performance?	T-test

RESULT AND INTERPRETATION

The level of Using the Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words according to based is measured according to Content, Presentation, and Localization.

The Level of Using the Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Content. The researcher presented statements and twenty (20) graduate master teachers answered and validated them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 1. Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Content

Mga Pahayag	Mean	SD	Puna
<i>Maayos ang pagkakabuo ng mga pangungusap at halimbawa sa nabuong tala-gawain.</i>	4.85	0.37	Lubos na Sumasang-ayon
<i>Angkop at nagtutugma ang mga larawan sa pagpapaliwanag at kahulugan ng mga salita</i>	4.90	0.31	Lubos na Sumasang-ayon
<i>Malinaw ang mga panuto, katanungan, at mga pahayag sa materyal.</i>	4.90	0.31	Lubos na Sumasang-ayon
<i>Nabigyang-diin at linaw ang wastong gamit ng mga salita sa nabuong tala-gawain.</i>	4.95	0.22	Lubos na Sumasang-ayon
<i>Kompleto ang mga bahagi ng tala-gawain at naaangkop sa itinakdang pamantayan.</i>	4.90	0.31	Lubos na Sumasang-ayon
Overall Mean: 4.90			
Standard Deviation: 0.31			
Literal na paliwanag: Lubhang Mataas			

In the general statement, there is an overall mean of 4.90 and a standard deviation of 0.31 and it is shown that the level of using the activity sheet as an intervention in the correct use of words according to the part Based on the Content has a comment that strongly agrees and a literal explanation that is very high. This result confirmed the strong agreement of the respondents that the content of the developed material was much appreciated.

Table 2 shows the Level of Using the Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Presentation. The researcher presented statements and twenty (20) graduate master teachers answered and validated them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 2. Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Presentation

Mga Pahayag	Mean	SD	Puna
<i>Maayos na inihanay ang mga gawain sa materyal na nabuo na nakaayon sa IDEA format.</i>	4.80	0.41	Lubos na Sumasang-ayon
<i>May orihinalidad at kakikitaan ng pagkamalihain ang nabuong materyal.</i>	4.80	0.41	Lubos na Sumasang-ayon
<i>Angkop ang mga larawan at mga salitang ginamit sa lebel ng mga mag-aaral.</i>	4.95	0.22	Lubos na Sumasang-ayon
<i>Malaki ang naitulong ng pagsasama ng mga larawan at maikling paliwanag sa nabuong materyal.</i>	5.00	0.00	Lubos na Sumasang-ayon

<i>Naging kaaya-aya at maganda ang naging kinalabasan ng nabuong tala-gawain sa kabuoan.</i>	5.00	0.00	Lubos na Sumasang-ayon
--	------	------	------------------------

Overall Mean: 4.91

Standard Deviation: 0.28

Literal na paliwanag: Lubhang Mataas

In the general statement, there is a total mean of 4.91 and a standard deviation of 0.28 and it is shown that the level of using the activity sheet as an intervention in the correct use of words based on the presentation has a comment that strongly agrees and a literal explanation that is very high. This result proved the respondents' complete agreement with the presentation and design of the material developed.

Table 3 shows the Level of Using the Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Localization. The researcher presented statements and twenty (20) graduate master teachers answered and validated them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 3. Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Localization

Mga Pahayag	Mean	SD	Puna
<i>Gumamit ng mga lokal na larawan at salita upang maging angkop ang kagamitang pampagtuturo sa lugar na paggagamitan.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Tumutugon sa pangangailangang lokal ng mga mag-aaral ang nabuong materyal.</i>	4.90	0.30	Lubos na Sumasang-ayon
<i>Maayos na naiugnay ang aralin sa tagpuan, sitwasyon, o lugar ng paglalapat upang maging angkop, makabuluhan at kapaki-pakinabang sa mga mag-aaral.</i>	4.91	0.29	Lubos na Sumasang-ayon
<i>Naging malinaw sa isipan ng mga mag-aaral ang kinabibilangang komunidad sa tulong ng lokalidadong materyal.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Nakatulong ang mga lokal o likhang larawan upang paultawin ang kabisaan ng materyal.</i>	4.96	0.19	Lubos na Sumasang-ayon

Overall Mean: 4.92

Standard Deviation: 0.26

Literal na paliwanag: Lubhang Mataas

In the general statement, there is an overall mean of 4.92 and a standard deviation of 0.26 and it is shown that the level of using the activity sheet as an intervention in the correct use of words according to the part of based on the localization has a comment that strongly agrees and a literal explanation that is very high. This result confirmed the strong agreement of the respondents with the localization of the developed material.

What is the Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words based on Characteristics

The level of using the activity sheet (tala-gawain) as an intervention with the correct use of words based on characteristics is measured according to Appropriateness and Importance.

In Table 4 can be seen The Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words based on Characteristics according to Aptitude. The researcher presented statements and twenty (20) graduate master teachers answered and validated them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 4. Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Characteristics according to Appropriateness

Mga Pahayag	Mean	SD	Puna
<i>Naaayon sa pangangailangan ng mga mag-aaral ang gawaing napili ng mananaliksik.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Ang mga salita at larawan ay naaangkop sa kakayanyahang nais mahubog sa mga mag-aaral.</i>	4.90	0.30	Lubos na Sumasang-ayon
<i>Nagtutugma sa lebel ng kakayahan ng mga mag-aaral ang mahahalagang impormasyon at konsepto patungkol sa wastong gamit ng mga salita.</i>	4.91	0.29	Lubos na Sumasang-ayon
<i>Akma at nakapupukaw ng atensyon ang nabuong kagamitan sa interes ng mga mag-aaral.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Angkop sa edad at interes ng mga mag-aaral ang mga larawan, halimbawa at ang kabuoan ng materyal.</i>	4.96	0.19	Lubos na Sumasang-ayon
Overall Mean: 4.92			
Standard Deviation: 0.26			
Literal na paliwanag: Lubhang Mataas			

In a general statement, there is a total mean of 4.92 and a standard deviation of 0.26 and it is shown that the level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Characteristic according to Aptitude has a comment that strongly agrees and literally explanation is very high. This result confirmed the strong affirmation of the respondents with the appropriateness of the developed material to the students needed for their learning.

In Table 5 can be seen The Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words based on Characteristics according to Importance. The researcher presented statements and twenty (20) graduate master teachers answered and validated them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 5. Level of Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words Based on Characteristics according to Importance

Mga Pahayag	Mean	SD	Puna
<i>Naging kapaki-pakinabang ang nabuong materyal sa mga mag-aaral upang lubos na maunawaan ang wastong gamit ng mga salita.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Nakatulong ang tala-gawain upang mabilis na maipaunawa sa mga mag-aaral ang wastong gamit ng salita.</i>	4.90	0.30	Lubos na Sumasang-ayon
<i>Mahalaga ang materyal sa mga mag-aaral, gayundin sa mga guro na nagtuturo ng asignaturang Filipino upang mapaunlad ang wastong paggamit ng salita.</i>	4.91	0.29	Lubos na Sumasang-ayon
<i>Nakatulong ang materyal upang mapataas ang antas ng kasanayan ng mga mag-aaral sa wastong gamit ng salita.</i>	4.93	0.26	Lubos na Sumasang-ayon
<i>Nahubog pang lubos ang kakayahang intelektwal ng mga mag-aaral sa tulong ng nabuong materyal sa wastong gamit ng mga salita.</i>	4.96	0.19	Lubos na Sumasang-ayon
Overall Mean: 4.92			
Standard Deviation: 0.26			
Literal na paliwanag: Lubhang Mataas			

In the general statement, there is a total mean of 4.92 and a standard deviation of 0.26 and it is shown that the level of Using Activity Sheet (tala-gawain) as an Intervention with the Correct Use of Words based on Characteristic according to importance has a comment that strongly agrees and literal explanation is very high. This result confirmed the strong agreement of the respondents on the importance of the developed material to the learners.

Level of Students Performance in Correct Use of Words

The Level of Student's Performance in the Correct Use of Words was measured according to Knowledge and Comprehension.

Table 6 shows the Level of Student Performance in the Correct Use of Words based on Knowledge, out of a total of eighty (80) respondents, the score "96 to 100" scored the highest number of sixty-two (62) or 77.50% of the total respondents and has a descriptive equivalent Best. And the score "86-95" has the number of twelve (12) or 15.00% of the total respondents and has the descriptive equivalent of More Efficient. While a score of "66 to 85" scored the lowest number of six (6) or 7.50% of the total respondents and had a descriptive equivalent of Efficient.

Table 6. Level of Student's Performance in Correct Use of Words Based on Knowledge

Marka	Kabuoan	Bahagdan	Mapaglarawang Katumbas
96 – 100	62	77.50	Pinakamahusay

86 – 95	12	15.00	Higit na Mahusay
66 – 85	6	7.50	Mahusay
35 – 65	0	0.00	Katamtamang Mahusay
15 – 34	0	0.00	Di-gaanong Mahusay
5 – 14	0	0.00	Di-lubhang Mahusay
0 – 4	0	0.00	Di- Mahusay
Total	80	100	
Weighted Mean		97.00	
Pinakamababang Marka		80	
Pinakamataas na marka		100	Katangi-tangi
Standard Deviation		6.04	

With total (Weighted Mean=97.00, SD=6.04) and (lowest score = 80, highest score = 100) it is shown that the Level of Students' Ability in the Correct Use of Words according to Knowledge has a descriptive equivalent of Best and has a literal explanation that is exceptional. The result is only proof that the material developed was effective to hone and determine the student's ability level according to their knowledge. Therefore, the result from Table Six shows that students can perform well in identifying correct words based on their knowledge learned after the intervention was used.

Table 7 shows the Level of Student Performance in the Correct Use of Words based on Comprehension, out of a total of eighty (80) respondents, the score "66 to 85" scored the highest number of forty-eight (48) or 60.00% of the total respondents and descriptive equivalent of Efficient. And the score "86-95" has several eighteen (18) or 22.50% of the total respondents and has a descriptive equivalent of More Efficient. While the score "96-100" got the minimum number of fourteen (14) or 17.50% of the total respondents and has the descriptive equivalent of Best.

Table 7. Level of Students Performance in Correct Use of Words Based on Comprehension.

Marka	Kabuoan	Bahagan	Mapaglarawang Katumbas
96 – 100	14	17.50	Pinakamahusay
86 – 95	18	22.50	Higit na Mahusay
66 – 85	48	60.00	Mahusay
35 – 65	0	0.00	Katamtamang Mahusay
15 – 34	0	0.00	Di-gaanong Mahusay
5 – 14	0	0.00	Di-lubhang Mahusay
0 – 4	0	0.00	Di- Mahusay
Total	80	100	
Weighted Mean		81.00	
Pinakamababang Marka		60	
Pinakamataas na marka		100	Kasiya-siya
Standard Deviation		12.44	

There is a total (Weighted Mean=81.00, SD=12.44) and (lowest score = 60, highest score =100) shows that the Level of Students' Ability in Correct Use of Words according to Comprehension has a descriptive equivalent which is Efficient and has a literal explanation which is satisfactory. The result was very satisfactory to the researcher because the use of the activity sheet was successful after the student's ability level achieved high results according to the level of understanding, though the result didn't make all students to the top, it's a great start to tell that the intervention was effective.

Table 8 shows the Level of Student's Performance in the Correct Use of Words based on Comprehension with their output, out of a total of eighty (80) respondents, the score "96 to 100" scored the highest number of thirty-four (34) or 42.50% of the total respondents and descriptive equivalent of Best. And the score "86-95" has several thirty-two (32) or 40.00% of the total respondents and has a descriptive equivalent of More Efficient. While the score "66-85" got the minimum number of fourteen (14) or 17.50% of the total respondents and has the descriptive equivalent of Efficient.

Table 8. Level of Student's Performance in Correct Use of Words based on Comprehension (Output)

Marka	Kabuoan	Bahagan	Mapaglarawang Katumbas
96 – 100	34	42.50	Pinakamahusay
86 – 95	32	40.00	Higit na Mahusay
66 – 85	14	17.50	Mahusay
35 – 65	0	0.00	Katamtamang Mahusay
15 – 34	0	0.00	Di-gaanong Mahusay
5 – 14	0	0.00	Di-lubhang Mahusay
0 – 4	0	0.00	Di- Mahusay
Total	80	100	
Weighted Mean		88.83	
Pinakamababang Marka		62.50	
Pinakamataas na marka		100	Napakakasiya-siya
Standard Deviation		11.88	

There is a total (Weighted Mean=88.83, SD=11.8) and (lowest score = 62.50 highest score = 100) shows that the Level of Performance of Students in the Generated Output in the Correct Use of Words according to the Score has a descriptive equivalent which is More Efficient and has a literal explanation which is Very Satisfactory. The achieved score is enough basis to prove that the activity sheet has helped a lot so that students can use the correct words in the expression.

Significant Effect in the Performance on Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words According to Basis

In this part, the data is calculated using T-test. The Basis for Using of Activity Sheet as an Intervention with the Correct Use of Words calculated if there was a significant impact on student performance.

Table 9 shows the Significant Effect in the Performance Using of Activity-Sheet as an Intervention with the Correct Use of Words. In obtaining its effect, the data indicated in Table 9 were calculated through Microsoft Excel and the statistical method used the t-test.

Table 9. Significant Effect in the Performance on Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words According to Basis

Batayan ng Tala-Gawain	Antas sa Pagganap	t-stat	p-value	Analysis
Nilalaman		-42.6433	0.0000	<i>Makabuluhan</i>
Presentasyon	Marka	-42.9131	0.0000	<i>Makabuluhan</i>
Lokalisasyon		-42.7342	0.0000	<i>Makabuluhan</i>

The Content, Presentation, and Localization, which is the basis of the task were observed to have a significant effect on the student's performance in the correct use of words. In general, the p-values obtained are not greater than the 0.05 level of significance. And it also shows that the null hypothesis that "there is no significant effect of activity-sheet as an intervention on the performance of students in the correct use of words" should not be accepted, it shows that "there is a significant" effect between them.

Significant Effect in the Performance on Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words According to Characteristics

In this part, the data is calculated using T-test. The Characteristics Using of Activity-Sheet as an Intervention with the Correct Use of Words calculated if there was a significant impact on student's performance.

Table 10 shows the Significant Effect in the Performance Using of Activity-Sheet as an Intervention with the Correct Use of Words. In obtaining its effect, the data indicated in Table 10 were calculated through Microsoft Excel and the statistical method used the t-test.

Table 10. Significant Effect in the Performance on Using Activity Sheet (Tala-Gawain) as an Intervention with the Correct Use of Words According to Characteristics

Katangian ng Tala-Gawain	Antas sa Pagganap	t-stat	p-value	Analysis
Kaangkupan		-42.9439	0.0000	<i>Makabuluhan</i>
Kahalagahan	Marka	-42.9466	0.0000	<i>Makabuluhan</i>

Appropriateness and Importance, characteristic of the task was observed to have a significant effect on students' performance in the correct use of words. In general, the p-values obtained are not greater than the 0.05 level of significance. And it also shows that the null hypothesis that "the characteristic of activity-sheet as an intervention has no significant effect on student's performance in the correct use of words" should not be accepted, it shows that there is a "significant" effect between them.

CONCLUSION

Based on the aforementioned answers, the following conclusions were drawn:

1. The null hypothesis that "there is no significant effect of activity-sheet as an intervention on the performance of students in the correct use of words" should not be accepted, it shows that "there is a significant" effect between them.
2. The null hypothesis that "the characteristic of activity-sheet as an intervention has no significant effect on student's performance in the correct use of words" should not be accepted, it shows that there is a "significant" effect between them.

RECOMMENDATION

After studying and analyzing the findings, the researcher suggests the following recommendation.

1. For students, the activity sheet can still be used as an intervention in the correct use of words to develop their writing and communication skills.
2. For teachers, use other methods and develop Pro-Filipino teaching tools to further increase students' performance in the proper use of words, even in other subjects.
3. For future researchers, this study can be a basis for future studies and this study can be amended by adding variables or expanding the study.

4. Generated material may undergo further review and revision. You can also add more information about the topic. Add activities that will help make the material more effective. All of this will benefit future generations of students.

ACKNOWLEDGEMENTS

I would be nothing without them, so I dedicate this research to them.

First and foremost, to the **ALMIGHTY GOD** for His guidance and all the blessings He has given the researcher and her family all the time.

DR. TERESITA C. ELAYBA, her thesis adviser, for the valuable suggestions, guidance, and patience in checking this paper and enlightening the importance of the research.

To my family, mother **ISABELITA E. DONASCO**, father **JOHNNY M. DONASCO**, and brothers **JOHNEL** and **JOHNALD E. DONASCO** for being her constant support and inspiration.

BIBLIOGRAPHY

- Bagsic, E. (2015). Teaching and learning process to enhance teaching effectiveness: a literature review. Hinango mula sa <https://files.eric.ed.gov/fulltext/ED610428.pdf>.
- Bolisani E. at Bratianu, C. (2018). The Elusive Definition of Knowledge. Hinango mula sa https://www.researchgate.net/publication/318235014_The_Elusive_Definition_of_Knowledge.
- Byrd, P. (2012). Textbooks: Evaluation for Selection and Analysis for Implementation, Teaching of English as a Second or Foreign Language 3rd. Ed. USA: Heinle and Heinle.
- Caballes, Rachel H. (2013). Learning Module as an Instructional Material in Araling Panlipunan. Unpublished Undergraduate Thesis. Southern Luzon State University
- Castillo, J. (2019). Localized Teaching Materials. Retrieved from <https://www.pressreader.com/philippines/sunstar.pampanga/20190625/281698321280530>
- Department of Education. (2013). Enhanced Basic Education Act of 2013. Retrieved from http://www.deped.gov.ph/sites/default/files/order/2013/DO_s2012_43.
- Eze, S. (2012). Availability and Utilization of Instructional Materials In Teaching Basic Science in Selected Secondary Schools. Hinango mula sa https://www.researchgate.net/publication/281178748_AVAILABILITY_AND_UTILIZATION_OF_INSTRUCTIONAL_MATERIALS_IN_TEACHING_BASIC_SCIENCE_IN_SELECTED_SECONDARY_SCHOOLS_IN_ABAKALIKI_EDUCATION_ZONE_OF_EBONYI_STATE_NIGERIA
- Finegan, E. (2012). Language: Its Structure and Use (6th Edition). Wadsworth Cengage Learning.
- Montera, M. at Alam, A. (2013). Retorika: Gabay sa Mabisang Pagpapahayag. Mandaluyong City: Anvil Publishing Inc.
- Valdez, E. G (2016). Pagpapalawak ng Talasalitaan sa Pamamagitan ng Association of Word Network sa mga Mag-aaral ng Grade-9 Sampaguita, SY 2015-2016 ng Dali National High School Hinango mula sa <https://www.academia.edu>