

USE OF FILIPINO LANGUAGE IN TEACHING AND LEARNING LESSON OF THE MAPEH STUDENTS

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ABSTRACT

This study is the Use of Filipino Language in the Teaching and Learning lesson of MAPEH students. The respondents were the students of Pacita Complex National High School in San Pedro, Laguna. The data was collected from one hundred and thirty students of Grade eight (8) of Pacita Complex National High School to answer five (5) problems stating that 1. What is the teaching level of Using the Filipino Language based on: 1.1. Knowledge of the Subject; 1.2. Teacher's Strategy; and 1.3. Teaching Tools? 2. What is the level of the use of the Filipino language in learning the lesson in MAPEH based on: 2.1. Translation; 2.2. Understanding; 2.3. Interest; and 2.4. Skill? 3. What is the result of students' performance in Advanced Tests and Practical Training? 4. Does the use of the Filipino language have a significant effect on the teaching of lessons in the MAPEH subject? 5. Does the use of the Filipino language have a significant effect on the learning of MAPEH lessons? In this study, the researcher used a Descriptive method (Descriptive Method) to gather accurate data and information.

Keywords:

Subject Knowledge, Teacher's Strategy, Teaching Equipment, Translation, Understanding, Interest, Skills, Improved Testing, Practical Training

INTRODUCTION

Translation is a process of approximating words or messages in a closely equivalent sense using another language. So this serves as a method for people to understand each other. Common or lessons. It serves as a bridge. Translation at its simplest is the way you get the view you want. In our country, the Philippines. The number of readers in Filipino is far greater than in English, which only means that there is a need for material written in Filipino even though we know theoretically and hypothetically that we can get these reading materials in English.

This research was conducted to find out if the language used in the teaching of a subject has a significant effect on students' learning. That is why the researcher wanted to translate the selected Modules in MAPEH where the words used in this module are English because the researcher found that the students' understanding of its content is low, especially during the height of the pandemic where Module was the main teaching tool. Here the researcher first witnessed that the scores were low in every test or training of the students so he chose this research to find out and be-assistant in the learning of each other or student.

If you are interested, serious, and committed to developing the Filipino language, there is no other effective way than to translate. The language is important to better understand and know each subject and the Filipino language is more important in teaching so that the ideas to be conveyed can be better communicated and it can be better explained to each student.

This also sought to determine the Use of Filipino Language in the Teaching and Learning of Students' MAPEH" This study intends to address the following specific questions:

1. What is the level of Filipino Language Use in the MAPEH Teaching lesson based on:
 - 1.1. Subject Knowledge;
 - 1.2. Teacher Strategy; and
 - 1.3. Teaching Aids?
2. What is the level of Filipino Language Use in the MAPEH Lesson learning lesson based on:
 - 2.1. Translation;
 - 2.2. Understanding;
 - 2.3. Interest; and
 - 2.4. Skill?
3. What is the performance level of the students based on:
 - 3.1 Periodical Test; and
 - 3.2. Practical Training?
4. Does the Use of Filipino Language in Lessons have a significant effect on Students' MAPEH Teaching?
5. Does the Use of Filipino Language in Lessons have a significant effect on Students' MAPEH Learning?

REVIEW OF RELATED LITERATURE

In the study of De Lisle (2015), continuous assessment to measure the knowledge of students has a great contribution to the development of education. According to him it is necessary that students are given assessments or tests to measure their knowledge of previous subjects.

According to Reyno (2018), Practical Training is a measure used by teachers to measure the application of learning after a lesson. This is one way to ascertain whether learning has occurred. Training is a broader term than testing. These include all types of analysis. Its purpose is not only to evaluate the knowledge of the students but all aspects of the student.

Based on him, Practical training is a way to measure the ability and the performance of what he has learned. The training candidate will measure the ability through the instructions and standards that are placed on him because it has a standard to follow and needs to be evaluated.

Based on Aycardo (2022), The translation has a role to awaken the interest and awareness of the students in the Merit of the author and its linguistic characteristics in advanced classes can provide the teacher with exercises that will not only be interesting but still useful in learning language and literature. In addition to this, translation helps students to recognize the difference between two (2) languages, in vocabulary and structure as well as in the culture that is intertwined in each language.

It is said here that literary works can help a lot in the cultivation of language as a Model in the effective use of language; stimuli for language tasks; and contexts for language work.

As explained by Evangelista (2021), the first thing needed in reading comprehension to understand the read text is previous knowledge. No reading takes place without fully understanding the content of the text.

It is said here that while reading, the reader reconstructs a thought or message based on the text he read. Rediscovering prior knowledge simply means revisiting skills that you used to know how to do, but because of past times and preoccupation with something else you are unable to do it again.

Comprehension is a complex interaction from automatic, strategic and cognitive processes that enable the reader to create a mental representation of a text.

In this statement it is said that reading is a complex or complex process because many skills are cultivated and must be cultivated here to become an effective reader if the purpose of what is being read is determined, strategies and techniques are used in reading, and inference or prediction is made in the future event and relates previous knowledge and experience to understand the meaning of the text being read.

From the point of view of De Laza (2016), It is important to have sufficient knowledge or reference. The reference or source of data must be trustworthy and have credibility. It is also good if the topic is current because it can help the reader understand the social issue. Because knowledge is the accumulation of information, learned through education or experience.

Whereas according to Villarazo (2015), the mind dictates how you act on each task or role you need to perform. It is the mind that gives the idea of how to do what you will act and say. Because knowledge can win you over any battle or challenge in life that seems like a powerful weapon. Because through knowledge and information, many problems can be solved.

The strategy or approach that can be used for effective writing. But it still depends on the concept of what you will write as well as the style of your writing. Teaching and learning strategies are methods used to transfer concepts, ideas, facts, skills, and attitudes to students' thinking

In the study of Cabigao (2021), being happy in the service as a teacher and being happy in the class will produce more efficiency and teaching. There are things that we should pay attention to and consider when choosing the method to be used to teach students. When given proper attention, the learning process of students will be facilitated and eased and can be a bridge to make the strategy used by a teacher more effective.

As mentioned by Elayba (2020), knowledge in the subject being taught is very important in the educational program and institution which is the basic requirement of management. An effective education system ensures the integrity of its program and activities as a commitment to strengthen the education system.

Teachers are taught to embrace change and while embracing this change, the benefits and experiences gained while teaching do not change.

Taruc (2015) added, based on the desire of the department of education, students who are in Senior years should have academic skills that will be needed when he enters college or university as well as some important skills and knowledge in employment and entrepreneurship therefore these objectives are fully considered in the development of teaching materials that will cultivate students' writing skills. As a teacher, his main goal is for his students to learn. Its duty is to express well the entire knowledge that will be taught to the students, which is why the teaching method is a great help as a bridge so that the students fully understand the information it wants to share.

In order for the teaching strategy and equipment to be effective during the pandemic, there are some things that should be paid attention to. These are the things that should be considered when choosing the method to be used to teach students. When given proper attention, the learning process of students will be facilitated and eased and can be a bridge to make the strategy used by a teacher more effective.

Based on Cabigao (2014), regardless of the skill of the teacher's teaching method and equipment, let's not forget the great contribution of parents and the home to the full learning of students. As we improve on the teaching of wisdom in the field of teaching, let's remember that the teacher's interaction

with students' homes is an important strategy to continue to encourage students to meet the needs of their students. school subject. Participation in their child's education is very important.

In sum, teaching is a big challenge that rests on the teacher's shoulders to be well motivated, planning and deciding on the method to be used that is suitable for the learning outcome of the subject being taught. A good teaching method challenges not only the teachers but also the students so that they join in and help with the tasks. The greater emphasis on the cultivation of skills and abilities to help students to become more productive individuals and have a happy and meaningful life in the future therefore educational methods include teaching, training, storytelling, discussion and directed research.

METHODOLOGY

Research design

The design used by the researcher is a descriptive method, it covers the current study, the current work, criteria and conditions to properly conduct the research and obtain accurate information and data used in the descriptive method. Descriptive method describes the specific and current condition of the event and not the past or future. The researcher used a descriptive research method design to thoroughly analyze the information gathered related to the Use of the Filipino Language in the field of Teaching and Learning in MAPEH.

Research Respondent

The respondents in the research were Grade 8 students of Pacita Complex National High School, City of San Pedro, Laguna. In the selection of the respondent, the researcher considered the selection of sections and respondents who are in a rational and correct mind for the reason that can provide reliable information. In total, the respondents consisted of One Hundred and thirty (130) students. The respondents consisted of Fifty-five (55) men and seventy-five (75) women.

Purposive Sampling was the method used to obtain the respondent.

Purposive sampling is also known as judgmental, selective, or subjective sampling. According to Palinkas, et al., (2015), Purposive sampling is the selection of participants who have knowledge and experience in the said study.

Research Method

The researcher has steps taken. Here is the process that guides you to do it properly. This research procedure began with the development of the title to be presented to the Research Advisor and when the title of the Research Advisor and the Dean of the College of Teacher Education was approved, the researcher began this study by gathering the data that will be needed in the research. The researcher prepared a letter asking for permission to carry out the study and to use some students to be respondents to the research. In the data collection conducted by the researcher, here are the processes that have been a guide to be done properly: First the researcher created a test that was validated to smooth the distribution flow. Second is to ask permission from the Principal at Pacita Complex National High School to conduct the research and also from the teachers of each section of the students who will serve as respondents. Third, is the giving of the Module to the students that they will use for the Second Quarter. Fourth is to give an Periodical Test to the students, Fifth is to give a Practical Training to the students and the Sixth is to give a Questionnaire to the students after teaching the lesson and the last one is to get the results of the Questionnaire, Additional Test and Practical Training that will serve as the basis of what is caused by "Use of Filipino Language in Teaching and Learning in the MAPEH of Students". The data collected are

arranged in a table, analyzed and given an interpretation by the researcher, to obtain the desired results in the study. The researcher created a MAPEH Module for the Second Quarter that was translated into Filipino, Questionnaire, Extended Test and Practical Exercise to measure the performance level of the students in this test.

Statistical Methods

The researcher used statistical methods Mean and Standard Deviation for obtaining the result in 1. What is the level of knowledge based on the Use of the Filipino language in teaching lessons based on Translation, understanding, interest, and skills?. Standard Deviation and Mean were also used in obtaining and for obtaining the result of the collected data in 2. What is the level of knowledge based on the Use of the Filipino language in learning lessons based on knowledge of the subject, Teacher's strategy and teaching equipment? and as for obtaining the result of 3. What is the result of the students' performance in the Advanced Test and Practical Training? T-Test was used. In order to know the result if 4. Does the use of the Filipino language have a significant effect on the teaching of lessons in the MAPEH Subject of the students? And 5. Does the use of the Filipino language have a significant effect on the students' learning of MAPEH subjects? ANOVA was used.

RESULT AND DISCUSSION

Table 1. Teaching Level of Using the Filipino Language based on Subject Knowledge

Statements	Mean	SD	VI
Helpful to transfer new knowledge or skills to real life situation.	4.83	0.42	Strongly Agree
The relevance of the lessons in the MAPEH Subject was maintained.	4.86	0.39	Strongly Agree
The words used are clear.	4.86	0.43	Strongly Agree
The message to be conveyed in the lessons in the MAPEH Subject was conveyed to the readers.	4.80	0.45	Strongly Agree
The originality of the translated MAPEH Subject Module has been preserved.	4.71	0.53	Strongly Agree
Overall Mean: SD	4.81: 0.45		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.81, standard deviation of 0.45 and it shows that the teaching level of Using the Filipino Language based on Subject Knowledge has a comment that strongly agrees and a literal explanation that is very high. Therefore, it is shown here that Knowledge of the subject can help for a better understanding if the student is familiar or has knowledge of the subject he is studying. Must have extensive knowledge of the subject being taught, have teaching skills, and the quality of education in any institution depends on the quality of educators. It can be concluded from the results of the study that despite the language translation, the meaning of the lessons in the MAPEH subject is still maintained. In the very high level of teaching and in the view of the respondents, the meaning of the lessons in the MAPEH Subject was maintained and the words used were clear and obtained (M=4.86, SD=0.39, 0.43) and help to translate the new knowledge or skill in

real life situation there is ($M=4.83$, $SD=0.42$). Although it was observed that the teaching level was very high, the statement with the lowest score maintained the originality of the translated Module in the MAPEH Subject had ($M = 4.71$, $SD = 0.53$).

Table 2 shows the Teaching Level of Using the Filipino Language based on the Teacher's Strategy.

Table 2. Teaching Level of Using the Filipino Language based on the Teacher's Strategy

Statements	Mean	SD	VI
The flow of each task in the MAPEH Subject is natural.	4.83	0.43	Strongly Agree
MAPEH lessons are linked to other subjects.	4.79	0.50	Strongly Agree
Students are encouraged to express their thoughts and ideas.	4.84	0.44	Strongly Agree
Gives a good interpretation to the listener.	4.88	0.37	Strongly Agree
The lesson taught in the MAPEH Subject was easily processed.	4.80	0.47	Strongly Agree
Overall Mean: SD	4.83: 0.44		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.83, standard deviation of 0.44 and it shows that the teaching level of Using the Filipino Language based on the Teacher's Strategy has a comment that is very agreeable and a literal explanation that is very high. The preparation and planning of a teacher is an important part of effective teaching so any problem or situation the teacher should be prepared because. Language is an important instrument in teaching because it is the foundation of all subjects. Therefore, the responsibility placed on the teacher towards its success is great. In the extremely high level of teaching and in the view of the respondents, giving a good interpretation to the audience got ($M=4.88$, $SD=0.37$) and encouraged to say what is in the mind and ideas of the students have ($M=4.84$, $SD=0.44$). Although it was observed that the teaching level was very high, the statement with the lowest score related MAPEH lessons to other subjects had ($M = 4.79$, $SD = 0.50$). Table 3 shows the Teaching Level of Using the Filipino Language based on the Teaching Equipment.

Table 3. Level of instruction in the Use of the Filipino Language based on Instructional Materials

Statements	Mean	SD	VI
The teaching aids used are appropriate to the Lesson.	4.90	0.37	Strongly Agree
Good teaches the MAPEH lesson using creative teaching aids.	4.91	0.29	Strongly Agree
Collaboration in the class is realized because of effective Teaching tools.	4.86	0.39	Strongly Agree
Students keep up with current events or equipment.	4.85	0.48	Strongly Agree
Teachers keep up with current events or equipment.	4.86	0.42	Strongly Agree
Overall Mean: SD	4.87: 0.40		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High

3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.87, standard deviation of 0.40 and it shows that the level of use of the Use of Filipino Language based on the Teaching Aids has a comment that strongly agrees and a literal explanation that is very high. With a very high level of use and in the view of the respondents, Good is able to teach the MAPEH lesson using creative teaching aids obtained (M=4.91, SD=0.29) and fit the Lesson the teaching aids used have (M=4.90, SD=0.37). Although it was observed that the teaching level was very high, the statement with the lowest score was that the students kept up with current events or equipment (M = 4.85, SD = 0.48). Table 4 shows the level of use of the Filipino language in the learning of the MAPEH Lesson by the students based on the Translation-Language.

Table 4. Level of using the Filipino Language in Learning MAPEH Lessons by students based on Language Translation

Statements	Mean	SD	VI
The words were selected and arranged to properly translate the module into the MAPEH Subject.	4.91	0.31	Strongly Agree
Verbatim equivalence is avoided	4.85	0.40	Strongly Agree
Correct use of parts of speech	4.89	0.38	Strongly Agree
Correct use of words	4.90	0.41	Strongly Agree
Orthography rules are followed.	4.86	0.39	Strongly Agree
Overall Mean: SD	4.88: 0.38		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

As seen on Table 4 There is a total mean of 4.88, standard deviation of 0.38 and it is shown that the teaching level of Using the Filipino Language based on the learning of the Lesson in MAPEH by the students based on the translation language has a comment that strongly agrees and literally explanation very high. It can be seen from the analyzed data that the child is more effective and active in learning a secondary language when he first learns the language he understands or his Mother Tongue.

In the extremely high level of teaching and in the view of the respondents, the words were chosen and arranged to properly translate the module in the MAPEH Subject obtained (M=4.91, SD=0.31) and the correct use of the words has (M=4.90, SD=0.41). Although it was observed that the teaching level was very high, the statement with the lowest score avoided Verbal matching had (M = 4.85, SD = 0.40).

Table 5 shows the Level of Language Use Filipino in the learning of MAPEH Lessons by students based on Understanding.

Table 5. Level of Use of the Filipino Language in the learning of Students' MAPEH lesson based on Understanding

Statements	Mean	SD	VI
Do not hesitate and quickly understand the explanation of the lesson.	4.87	0.36	Strongly Agree
There is clarity and appreciation of the subjects being taught.	4.92	0.27	Strongly Agree
Relate prior knowledge to new information more quickly.	4.86	0.44	Strongly Agree

The analysis of the subject is strengthened.	4.90	0.37	Strongly Agree
Significant meanings and ideas of the topic are better remembered.	4.91	0.31	Strongly Agree
Overall Mean: SD	4.89: 0.36		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.89, standard deviation of 0.36 and it shows that the teaching level of Using the Filipino Language based on the learning of the Lesson in MAPEH based on Understanding has a comment that strongly agrees and a literal explanation that is very high. Overall, this review shows that it is important to understand what is being studied in order to get a clear idea. Therefore, a good understanding of the subject allows to answer the main questions and to deepen the understanding of it. The first thing needed in understanding is the need to understand the text read prior knowledge. There is no prompt reading when the content of the text is not fully understood.

In the extremely high level of teaching and in the view of the respondents, there is clarity and appreciation of the subjects being taught got ($M=4.92$, $SD=0.27$) and more remember the significant meanings and ideas of the subject there is ($M=4.91$, $SD=0.31$). Although it was observed that the level of instruction was very high, the statement with the lowest score was faster to associate previous knowledge with new information had ($M=4.86$, $SD=0.44$). Table 6 shows the Level of Language Use Filipino in the learning of MAPEH Lessons by students based on Interest.

Table 6. Level of Use of the Filipino Language in the learning of Study in MAPEH of students based on Interest

Statements	Mean	SD	VI
Every detail in the lesson is given attention and provides enough reading material for each student.	4.91	0.32	Strongly Agree
Ensuring the participation of every student and making learning enjoyable for students at MAPEH.	4.90	0.33	Strongly Agree
The mind becomes more open to the changes taking place in the learning process in the present time.	4.92	0.27	Strongly Agree
Provides an opportunity to be more organized in the time spent studying.	4.89	0.36	Strongly Agree
There is pleasure in receiving informational parts of learning.	4.85	0.42	Strongly Agree
Overall Mean: SD	4.89: 0.34		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.89, standard deviation of 0.34 and it shows that the teaching level of the Use of the Filipino Language based on the learning of the Lesson in MAPEH of the students based on Interest has a comment that fully agrees and a literal explanation which is very high. This data shows that

the mind is becoming more open to the changes taking place in the learning process in the present time. An open mind helps to make, cultivate oneself with new knowledge, discoveries or inventions.

In the extremely high level of teaching and in the view of the respondents, the mind becomes more open to the changes occurring in the learning process in the present time got ($M=4.92$, $SD=0.27$) and every detail in the lesson taught is given attention and providing enough reading material to each student has ($M=4.91$, $SD=0.32$). Although it was noted that the level of teaching was very high, the statement with the lowest score had the satisfaction of receiving informational components of learning ($M = 4.85$, $SD = 0.42$).

Table 7 shows the Level of Language Use Filipino in the learning of MAPEH Lessons by students based on Skills.

Table 7. Level of Use of the Filipino Language in the learning of Students' MAPEH lessons based on Skills

Statements	Mean	SD	VI
Watching and listening skills are developed as part of learning.	4.92	0.27	Strongly Agree
Skills are developed through MAPEH activities.	4.87	0.34	Strongly Agree
Students are helped to grow and develop themselves.	4.93	0.25	Strongly Agree
Practical training related to the lesson is cultivated.	4.95	0.22	Strongly Agree
Generate meaningful reflection regarding MAPEH lessons	4.88	0.36	Strongly Agree
Overall Mean: SD	4.91: 0.29		
Verbal Interpretation	Very High		

Legend: Scale Range	Remarks	Interpretation
5 4.20 – 5.00	Strongly Agree	Very High
4 3.40 – 4.19	Agree	High
3 2.60 – 3.39	Moderately Agree	Average
2 1.80 – 2.59	Disagree	Low
1 1.00 – 1.79	Strongly Disagree	Very Low

There is a total mean of 4.91, standard deviation of 0.29 and it is shown that the teaching level of Using the Filipino Language based on the learning of the MAPEH Lesson of the students based on the Skill has a comment that fully agrees and a literal explanation which is very high. A large part of the students' time is for academic work and be a good pastime. In academic work, skill is very important because the work is the basis to know if a student has the ability or capacity.

In the extremely high level of teaching and in the view of the respondents, the practical training related to the lesson is cultivated ($M=4.95$, $SD=0.22$) and helps the students to grow and develop themselves. there is ($M=4.93$, $SD=0.25$). Although a very high level of instruction was observed, the statement with the lowest score developed skills through MAPEH activities had ($M = 4.87$, $SD = 0.34$).

Table 8 shows the Results of students' performance in Advanced Tests and Practical Training.

Table 8. Performance results of Periodical students Test and Practical Training

Score	Total	Percentage	Descriptive Equivalent
58 - 60	19	14.62	Excellent
52 - 57	39	30.00	Good
40 - 51	63	48.46	Above Average
21 - 39	9	6.92	Average
9 - 20	0	0.00	Below Average
3 - 8	0	0.00	Poor

<i>0 – 2</i>	<i>0</i>	<i>0.00</i>	<i>Very Poor</i>
Total	130	100	
Weighted Mean	49.55		
Lowest Score	26		Satisfactory
Highest Score	60		
Standard Deviation	7.31		

Out of a total of one hundred and thirty respondents, the score “40 to 51” scored the highest number of sixty-three (63) or 48.46% of the total respondents and has a descriptive equivalent of Excellent. And the score “52 to 57” has a number of thirty-nine (39) or 30.00% of the total respondents and has a descriptive equivalent of Better. While the score “21 to 39” got the lowest number of nine (9) or 6.92% of the total respondents and has a descriptive equivalent of Moderately Good.

There is a total (Weighted Mean=49.55, SD=7.31) and (lowest score = 26, highest score = 60) shows that the performance results of the students in the Advanced Test and Practical Training have a descriptive equivalent of Excellent and there is a literal explanation that is satisfactory. Examination is important as part of the teaching-learning process. For a student, it becomes a way to fully learn. It is an exercise and study of estimating an individual's ability. It aims to describe a student's knowledge and skills.

Table 9 shows the significant effect of the use of the Filipino Language in Teaching lessons in the MAPEH subject of the students.

Table 9. Significant effect of using the Filipino Language in Teaching lessons in the MAPEH subject of students

Wikang Filipino		t-stat	p-value	Analysis
<i>Knowledge in topic</i>		69.72637	0.0000	Significant
<i>Teacher's Strategy</i>	Examination	69.69429	0.0000	Significant
<i>Teaching Aids</i>		69.63709	0.0000	Significant

CONCLUSION

Based on the above answers, the following conclusions are drawn.

The Teaching Level of Using the Filipino language based on Subject Knowledge, Teacher Strategies and Teaching Equipment has a Literal explanation of “Very High”. The level of using the Filipino language in learning the MAPEH Lesson based on Language Translation, Understanding, Interest; and Skill is “Very High”. The result of the performance of the students in the Periodical Test and Practical Training has the interpretation "Satisfactory". From the in-depth analysis of the data, the interpretation of the result is significant. Therefore, the conclusion that the use of the Filipino language has no significant effect on the field of Teaching in MAPEH is not accepted and the conclusion that the Use of the Filipino language has no significant effect on the field of Learning in MAPEH is not accepted.

RECOMMENDATIONS

Based on the answers and conclusions, the following recommendations are given:

1. Teachers may conduct a seminar led by the leaders of *Pambansang Samahan sa Linggwistika at Literatura, Ink.* And *Tanggol Wika* for a professional language

organization and attend the Pasinati of various language organizations related to language training and methodology for further knowledge.

2. For schools, programs can be continued in which teachers will come together translate books this will help the students understand better their lessons. Through this new information can be provided and teachers can encourage students to study more.
3. For future researchers, this research can be used and made a basis to further help the citizens or anyone who wants to study and read to provide more extensive and new information in the study.

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