



# LINGAW ANG BATA: A MODIFIED LAS TO ADDRESS PUPIL'S LEARNING DIFFICULTY IN THIS MODULAR LEARNING

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## ABSTRACT

The Covid-19 pandemic has caused a historical disturbance in the delivery of education in the Philippines. Pupils were only given a modules. The major purpose of this study was to determine the effectiveness of modular distance learning modality to the Academic Performance of Students on its more than a year implementation. So, this has lead the way for the implementation of Lingaw Ang Bata: A Modified Learning Activity Sheet as an urgent response to assure continuity of education. This study address pupil's learning difficulty in this modular learning before and after employing the Lingaw Ang Bata: A Modified LAS. The researchers use the qualitative interview as the main instrument in research design. Furthermore, an interview was conducted to get the responses of the respondents on how the program helped them in improving their learning difficulty in modular learning. The study revealed that before employing the intervention, the gain score of the students is low. On the other hand, after employing the intervention, the learning difficulty in each competency reached Closely Approximating Mastery. In addition, the respondents mentioned that this program helped them utilized the LAS that was made easier to let them explore, discover and increase their level of understanding in answering the Science competency in quarter 1 providing us with different methods and strategies to make it easier for them on how to use them effectively. Moreover, it is recommended that Lingaw Ang Bata: A Modified LAS should be utilized by the Science teachers in schools especially the Grade 5.

**KEYWORDS :** Modified LAS, learning difficulty, modular learning, pre-test, post-test, MPS

## CONTEXT AND RATIONALE

The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is in charge of each student's overall academic program. Moreover, part of the classroom teacher's job is to track the learners' learning progress to assure that they have learned and mastered the skills that are most essentials in life.

There were studies conducted which showed that the use of learning Activity Worksheets improved the learning performance of the learners. Just like the study of Surya (2019), it stated that Learning Activity Sheet (LAS) is a learning resource needed and is a stimulus for students in the learning process. A good student activity sheet will make students feel happy to learn and make the learning experience. In addition, LAS is made according to the conditions, needs, and characteristics of students. LAS does not only contain questions and discussion and practice questions but there is a process of construct understanding to problem-solving, and permanent understanding. LAS like this can help students to

build a good understanding and guide students to discover the concepts of material themselves. If a student understands a material, chances are that he will continue to remember it and also can apply it when solving problems presented.

"Worksheets can be useful in many ways in terms of academic achievement", Che- Di Lee (2014) cited. For example, as supplements to textbooks, worksheets can be used to add information for particular classes. In addition, blanks in worksheets are invitations for students to fill in gaps; they are opportunities for knowledge construction. Well-designed questions in worksheets can draw students' interest when paired with proper teaching methods. Furthermore, worksheets play a variety of functions in different contexts.

However, based on last year's records and experiences, in Science subject quarter 1, the modules received from central office were none out of 6 competencies. Most of the modules or LAS we gave to the pupils came back without answer, their reasons were, it was difficult to understand and they find it hard to answer the given questions. Last year's First Quarter's Mean Percentage Score on this competency was 50.25% based on the item analysis and has not reached the mastery level and the learning standard which is 75% of the competencies required to



pass in each subject. It has come to our decision that this problem needs to be addressed by simplifying the modules through the use of modified LAS or the Learning Activity Sheets. This study tries to reveal the use of materials with appropriate exercises and techniques as perceived by the teachers and the pupils.

Furthermore, the Nopulan Elementary School would like to test the utilization of Lingaw Ang Bata (LAB): A Modified LAS to Address Pupil's Learning Difficulty in this Modular Learning to enhance learning performance in Grade V pupils. Thus, the researchers agreed to conduct this study in order to help those pupils who have difficulties in answering the learning competencies by means of designing LAB: A Modified LAS.

### **ACTION RESEARCH QUESTIONS**

This action research will attempt to address the difficulty of learners in modular learning.

Specifically, this study will seek to answer the following questions:

1. What are the difficulties encountered by the learners in modular distant learning?
2. How does the intervention help the learners to cope with difficulties they encountered?
3. What is the mean percentage score of the learners' in pre-test and post-test?
4. What is the implication of the study?

### **INNOVATION, INTERVENTION, AND STRATEGY**

The innovation being utilized in this study is a self-made learning assessment tool named as Lingaw ang Bata (LAB) a modified LAS to address pupil's learning difficulty in this modular learning.

This innovation can be considered as one of assessment tool in Department of Education which can be adopted like engaging different activities in a fun way. This tool was done through specific, simple and understandable test questions. The pupils answer the LAS with confident and in meaningful way. The LAS was made to let the pupils explore, discover and increase their level of understanding in answering the given questions. Likewise, this also help to supply the scarcity of science modules.

At this point, this study aims to stimulate the said assessment tool that would be a great help to improve pupils MPS with regard to learning difficulty in modular learning. Moreover, it will support the teachers who encountered the competency as least learned or difficult to teach competency.

Students learn best when learning is active. When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information (Bransford, Brown, and Cocking, 2000).

### **ACTION RESEARCH METHODS**

#### **Research Design**

The current action research employed a mixed-method design. Creswell (2003) states that this design is preferred in a situation where the researcher tends to base knowledge, claims on pragmatic grounds (e.g. consequence-oriented, problem-centered, and pluralistic basis.) It employs strategies that involve collecting data, either simultaneously or sequentially to best understand research problems. Data gathering involves both numeric information (e.g. surveys as well as text information (e.g. interviews) so that the final data represents different typical scenarios of research). This study used the qualitative interview as the main instrument in determining the pupil's learning difficulty in modular distant learning. The researchers have crafted an assessment tool that includes Pre-test and Post-test.

This research design is considered appropriate for this undertaking because this study's main objective is to determine the impact of LAB: A Modified LAS to address pupils learning difficulty in this modular learning. Both results are compared if they conform to one another. Thus, it would lead to a good foundation if LAB: A Modified LAS is aide in pupil's learning in a modular approach.

#### **Participants and/or other Sources of the Data and Information**

The participants of this study were the seven (7) Grade V pupils of Nopulan Elementary School, Josefina District school year 2021-2022. The researchers believed these participants were the most mature among other lower-grade pupils. Nonetheless, it was assumed that they could provide more appropriate and refined data for this study.

#### **RESEARCH INSTRUMENT**

The researchers made differentiated learning activity sheets to tests the pupils in pre-test and the post-test used in this study. It undergoes face validity only as some panel of experts was checking it within the school. Interview-guide questions were maximized in the qualitative phase of this undertaking, and the researchers themselves conducted the in-depth interview.

#### **DATA GATHERING PROCEDURE**

To ensure the probity of the research conduct, the researchers secured permission from the office of the public schools district supervisor as well as the office of the school principal on their consent allowing the researchers to conduct this study that aims to address pupils learning difficulty in this modular time.

Upon approval, the grade 5 pupils was purposively identified to probe the impact of "LAB: A Modified LAS" on their learning. As an indispensable step in the data collection phase, the research participants were wholly informed about the purpose and significance of the study and their involved commitment and protection of confidentiality. Nevertheless, informed consent was requested first from them.



After such, the researcher established a strong linkage with the stakeholders by searching for some special assistance that could be provided to the research participants, such as peers and foster family approach. After all the students already had special support, the respondents were given LAB: A Modified LAS and asked to answer each 20-item pre-test and post-test at home. The interviews were conducted in the participants' homes. The researchers prepared an observation logs, assessment tool and practice tests to be utilized before, during and after the intervention.

Lastly, after the retrieval, MPS is computed, analyzed and interpreted simultaneously. Hence, both findings were presented and took part as the basis of whether this strategy was effective.

### DATA ANALYSIS

This research undertaking utilized the mixed method research design. It follows that both quantitative and qualitative data were simultaneously gathered.

To better interpret the data in determining the performance of Grade 5 pupils in modular learning, the MPS of both pre-test and post-test are identified through the total scores garnered by the respondents, divided by the total number of items which further be multiplied by 40 and added by 60.

The DepEd Memorandum No. 160 s. 2012 was used to describe the MPS of the learners' mastery level.

Specified below is the mastery/achievement level:

#### MASTERY/ACHIEVEMENT LEVEL

MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

In analyzing and presenting the needed information that has been acquired from the accumulated sources and data of the study, the researchers revisited the research question to logically organize the ideas along with the collected information. Interpretation involved the discussion and analysis of the themes that emerge.

### RESULTS AND DISCUSSIONS

This section presents the results and discussion of the study.

**Table 1 shows the emerging themes of the difficulties of pupils in modular distant learning.**

**Table 1. Emerging Themes**

Difficulties of pupils in modular distant learning	
	<ul style="list-style-type: none"> <li>• <i>Difficulty in understanding learning modalities in Science.</i></li> <li>• <i>Lack of interest</i></li> </ul>

### Difficulty in understanding modular learning in Science

Theme 1 is all about the difficulty of the students in understanding the learning competency in Science. According to them, they find it difficult in understanding the modular learning in Science competency. Three of the students said:

*“Lisod kayo sabton ang mga pulong nga gigamit sa maong module”. [It is difficult to understand the words used in the module.] s1*

*“Usahay, laglom kayo ang mga pulong nga gigamit ug lisod kayo tugyaron kon unsa ang gipasabot kay wala pa ko sukad naka basa ato nga pulong”. [Sometimes, I find it difucult to understand the words used because it’s unfamiliar to me and I never encountered it before.] s2*

*“Dili kayo step by step ang pag discuss sa topic.” [The topic was not discussed in a step by step process.] s3*

The statements uttered by these students proved that they are having difficulty in understanding modular learning in Science. According to Dangle et.al (2020) they revealed that students had a hard time answering their tasks on their modules and the lack of knowledge of parents academically to guide their child/children.

### Lack of Interest

Theme 2 indicates the lack of interest in learning the topic. Pandemic has brought a lot of changes in the learning modality of the pupils .No teachers are involved in the learning or teachers have lack of interaction since face-to-face is not allowed. Accordingly:

*“Boring kay dili ko kasabot. Dili pud ma discuss ug maayo sa maestra kay kulang ang oras”. [It is so boring because I don’t understand. Teacher also will not discuss the topic properly due to limited of time.] s4*

*“Kapoy ug basa sa modyul wala koy masabtan. Wala usab makatudlo nako kay busy akong ginikanan ug samot pud sila dili kabalo. ”. [It is so boring to read the module. Noone also can help me because my parents were busy and don’t know how to answer.] s5*

Respondents 4 and 5 emphasized their lack of interest in understanding the lesson because no one will guide them and sometimes teachers lack time in teaching them to let them understand the lesson. According to Bijeesh (2017), without the presence of the faculty and their classmates who remind them of their assignments the chances of getting distracted and losing track of deadlines are high. It showed that the main challenges that emerged were lack of school funding in the production and delivery of modules, students struggle with self-studying, and parents' lack of knowledge to academically guide their child/children. Hence, it is evident that there are struggles associated with the use of modular distance learning (Sumaong et.al, 2020).

**Table 2. Intervention help the learners to cope with difficulties they encountered.**

Respondents	Responses
1	<i>This intervention helps me to understand more about the learning competency that was being used.</i>
2	<i>This intervention guides me on how to answer the given questions in each competency</i>
3	<i>It helps to improve and widen my knowledge because of the varied activities that become easier and understandable.</i>
4	<i>This intervention helps me as a guide in answering different questions specifically the difficult ones.</i>
5	<i>LAS helps me a lot of things, especially in answering the given questions because it was being discuss step by step.</i>
6	<i>For me, this intervention is very much helpful because through this we learn and know more about the differentiated activities given.</i>
7	<i>For me, this intervention is very useful for this is very easy, convenient and not time consuming to answer different activities.</i>

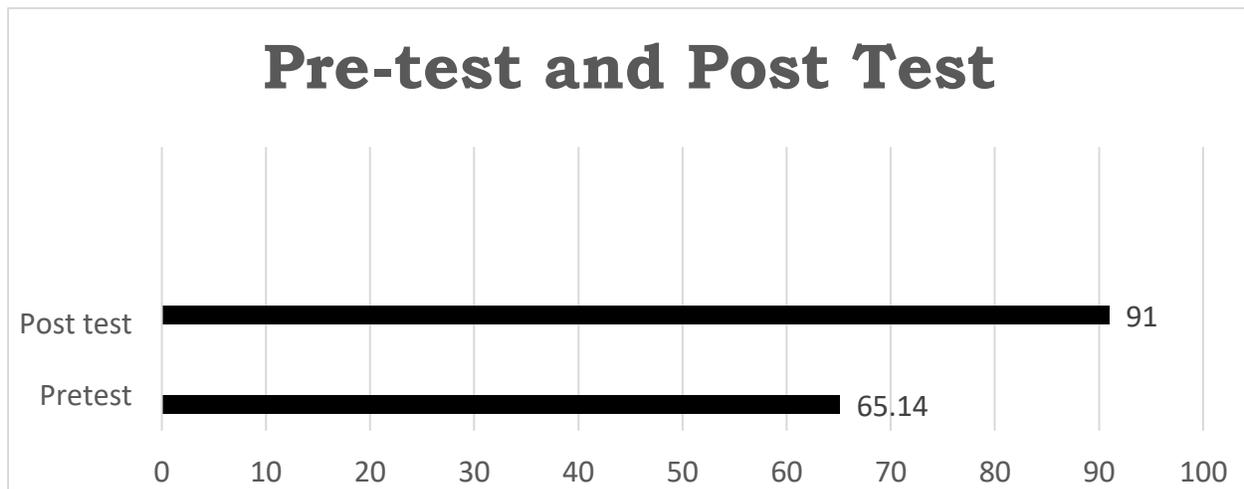
Table 2 details how intervention help the learners to cope with difficulties they encountered. Seven out of seven pupil-respondents say that this intervention improves their difficulties encountered in answering the learning activity sheets. Respondents 1, 2, 4, and 6, mention that the intervention helps and guide them to widen their understanding because it became contextualized, easier and understandable to answer. Further, respondent 5 says that LAS helps a lot of things, especially in answering the given questions because it was being discuss step by step. Moreover, respondents 3 and 7 state that this intervention guides them on how to answer the given questions and also it is very useful for them because it is very easy, convenient and not time consuming to answer different activities.

Therefore, with the responses given above, it is showed that this intervention catches their interest and helps them improve their learning difficulty in this modular learning. It is because this intervention provides a sample of contextualized, standard, and

differentiated learning activities. Exposing them through various activities is an excellent way to reach this goal. Moreover, the qualities of the module that learners evaluated as significant in their understanding of the lessons contained in the module. Among the qualities were learning competencies are contained in the modules, supplementary activities that enhance student's understanding of the contents, language and words used in the module are correctly used, clear and specific directions, and the provisions of self-assessment to assess their learning. These are qualities of modules that will determine their effectiveness since SLM are a self-directed and independent learning tool (Yazon, 2016).

#### Mean Percentage Score of learners' in the pre-test and post-test

*The graph below shows the comparison of the pre-test and post-test mean percentage score before and after implementing the intervention.*

**Figure 1. Comparison of mean percentage scores between pre-test and post-test**



As shown in figure 1, the scores of the learners from pre-test to post-test differed. In the conduct of pre-test, pupils' mean percentage score is 65.14 which is interpreted as low. Hence, the mean percentage score does not meet the standard of passing which is 75%. Based on DepEd Memorandum no.160, s.2012, 65% and below signifies an average and low performance. This shows that pupils are having difficulty in answering the given modules.

According to (Kaymakci 2006), instructional materials play an important role in ensuring the effectiveness of teaching and learning activities. Worksheet is a kind of printed instructional material that is prepared and frequently used by teachers to help

students to gain knowledge, skills and values by providing helpful comments about the course objectives and enabling students to engage in active learning and learning-by-doing in and out of the school.

However, when the intervention was implemented, pupils' mean percentage score in post-test reached 91% which is closely approximating mastery. DepEd Memorandum no.160, s.2012 stipulated that 86% and above indicates the high performance of the learners. The mean percentage score of the learners from the pre-test increased from 65.14% to 91% thus, the learners significantly improved their performance after administering the intervention.

**Table 3. Implication of the study**

Respondents	Responses
1	<i>The lesson was easy to understand because it became easier.</i>
2	<i>I like to study more because I was attracted by the pictures and it was easy to understand.</i>
3	<i>The activities were easy and colorful.</i>
4	<i>The competency was discussed step by step.</i>
5	<i>The LAS was easier compared to the given module</i>
6 and 7	<i>The activities were arranged accordingly and easy to answer.</i>

Table 3 shows the impact of the study. Seven out of seven pupil-respondents say that this study improves their level of understanding in answering the learning activity sheets. Respondents 1, 2, and 3 mention that this study is easy to understand and has a colourful pictures that attract them. Further, respondent 4 says that the competency was discussed step by step. Moreover, respondents 5, 6, and 7 state that LAS was easier to answer compared to the given module and the activities were arranged accordingly. The concepts presented in the modules engross students in learning. The tasks provided develop a sense of responsibility among students and they progressed on their own. They learn to learn; they are empowered. In addition, the students participate in real experiences. They discover new things, and they experience their knowledge on their own. Students learn to reflect on their own experiences, thus developing new skills, learning through modular direct students to oversee their own learning (Nardo et.al, 2017).

**CONCLUSION AND RECOMENDATIONS**

The study revealed that before the Lingaw Ang Bata: A MODIFIED LAS was employed, the gain score of the students in their MPS is 65.14% which signifies an average performance in answering the learning competency. However, after employing the said intervention their learning difficulty in modular learning was increase as shown in their MPS which is 91% which indicates a high performance of the pupils. Therefore, this intervention improved the learning difficulty in this modular learning.

Based on the results and conclusion, it is highly recommended that this Lingaw Ang Bata (LAB): A MODIFIED LAS intervention should be utilized by the Science teachers in teaching their pupils in difficult learning. Teachers should use this intervention as one of the guides and materials in guiding the pupils, especially the Grade 5 to improve their learning difficulty in this modular learning.

**ACTION PLAN**

Goals/ Objectives	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
To enhance the learning performance of pupil's learning difficulty from low to closely approximating mastery	Distribute the modified LAS to the pupils and let them utilize the self-learning module.	Students Researcher	Printing Materials  Snacks	Quarter I	Learning difficulty has improved from low to closely approximating mastery.
To share this intervention to grade advisers and	Conduct LAC Session	Researcher, grade 5 advisers and	Soft copy of the intervention	Quarter I	Class advisers/ and subject teachers utilized this



Grade 5 subject teachers		grade 5 subject teachers			intervention in their teaching.
To be able to utilized the Lab: A modified LAS	Conduct an assessment to the students	Researcher, advisers, and students	Soft copy of the intervention, bond paper and snacks	Quarter I	Scores in MPS is high

### Acknowledgment

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### VI. COST ESTIMATE

Activities	Quantity	Unit	Estimated cost	Total estimated cost
<b>SUPPLIES AND MATERIALS</b>				
Short Bond paper 80 GSM	3	Ream	245	735
Long Bond Paper 80 GSM	3	Ream	320	960
T700 printer ink Cyan	1	refill bottle	350	350
T700 printer ink yellow	1	refill bottle	350	350
T700 printer ink magenta	1	refill bottle	350	350
T700 printer ink black	1	refill bottle	350	350
<b>SUBTOTAL:</b>				3,095
<b>Reproduction and Binding cost</b>				
Binding of documents	7	Instance	150	1050
<b>SUBTOTAL:</b>				1050
<b>Food expenses during the implementation of the intervention and in-depth interview</b>				
Snacks during FGD and validation	25	Pax	75	1,875
<b>SUBTOTAL:</b>				1,875
<b>GRAND TOTAL:</b>				<b>₱6, 020.00</b>



Appendix A  
INFORMED CONSENT

Title of the Study

**Lingaw Ang Bata: A Modified LAS to Address Pupil's Learning Difficulty in this Modular Learning**

Principal Investigator:

I agree to participate in this study, I understand that the focus of the study is to document and analyze the effect of SSS as an aide in modular distance learning for students from families with low educational attainment.

- 1. Confidentiality:** I understand that the information provided by this study may be used for research purposes, including publications in a research journal. All personal information, however, will be coded, and at no time will my personal identity be revealed.
- 2. Voluntary participation:** The nature and purpose of the study has been explained to me. I understand that participation in this study is voluntary, and refusal to participate will involve no penalty or victimization. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw from participation at any time I choose, without penalty. I understand that I may withdraw from participation at any point in the study with no penalty whatsoever.
- 3. Termination of Participation:** My participation in this research may be terminated without my consent if the investigator believes that any part of the study may put me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.
- 4. Persons to contact with questions:** I understand that the principal investigator in this study is: \_\_\_\_\_ . I also take note of the contact persons as indicated in the information leaflet that accompanied this letter which I will file for safekeeping and later reference.
- 5. Consent to participation:** I certify that I have read all of the above and received satisfactory answers to any questions that I may have had. I, therefore, willingly give my consent to participate in the study. (I will be provided with a copy of this signed informed consent)

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date



## Appendix B

### Learning Activity Sheet in Practical Research 2

Name: \_\_\_\_\_ Section and Strand: \_\_\_\_\_

#### Pretest

I. Multiple Choice: Read each question carefully. Choose the letter of the correct answer and write it on a separate sheet of paper.

1. What kind of sources are diaries, letters, and personal accounts?  
A. Primary Sources      B. Secondary Sources      C. References      D. Work Cited
2. This framework is the researcher's idea of how the research problem will have to be explored.  
A. Theoretical Framework      C. Concept Mapping  
B. Webbing      D. Conceptual Framework
3. This involves critiquing and evaluating what other researchers have done in relation to the problem to be studied and whether these studies affirmed or negated the subject under study?  
A. Review of Related Readings      C. Review of Related Literature  
B. Review of Related Findings      D. Review of Related Research
4. This citation refers to the rules and conventions established by an association in America for documenting sources in a research paper.  
A. Modern Language Association (MLA)      C. Chicago Manual of Style  
B. Background of the Study      D. American Psychological Association (APA)
5. For the citation style above, this is the bibliography label for the list of sources cited at the end of the study.  
A. Bibliography      B. Sources      C. References      D. Works Cited

II. Identification. Read each question carefully. Give what is asked. Write your answers on a separate sheet of paper.

- \_\_\_\_\_ 1. We cite sources properly to avoid this offense of the law.
- \_\_\_\_\_ 2. This review helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.
- \_\_\_\_\_ 3. This review consists of an overview of existing evidence which uses pre-specified and standardized methods to identify and critically appraise relevant research.
- \_\_\_\_\_ 4. The body of literature in this review includes all studies that address related or identical hypotheses or research problems.
- \_\_\_\_\_ 5. This review is a flowing, dynamic account of past events which involves an interpretation of these events to recapture the nuances, personalities, and ideas that influenced these events.

#### In-Depth Interview Guide

##### A. Engaging Question

1. What are your thoughts about the modular learning modality that the school is using in this new normal time?
2. What are the difficulties encountered by the learners in modular distant learning?

##### B. Exploratory Questions

1. What can you say about having a modified learning activity sheet in your study?
2. Does it address your struggle in understanding the discussion and activities in the module you have received? In what way?
3. How does the intervention help you to cope with difficulties you've encountered?

##### C. Exit Question

1. Is there anything else you would like to say about the modified learning activity sheet as your exercises during this pandemic?