



EFFECT CONTEXTUALIZED CLUES ON THE ACADEMIC PERFORMANCE OF GRADE EIGHT STUDENTS IN LANGUAGE CLASS

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ABSTRACT

This study seeks to determine the effect of contextualized clues approach, on the linguistic performance of grade 8 students. This study made use of the quasi experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study were intact group of learners. This study was conducted in Sta. Cruz National High School, Division of Davao Del Sur. The subjects of this study were the 88 grade eight pupils – 42 were from section A which was the controlled group and 46 were from section B which were the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the utilization of contextualized clues has increased the academic performance of grade eight students in language class. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *contextualized, academic, performance*

INTRODUCTION

Every child has the capacity to succeed in school and in life. Throughout the world, Minority students experience failure in school for a variety of very complex reasons. They often do not receive the proper encouragement from teachers, they may lack the motivation necessary to excel in an academic environment, they usually face a number of demographic, socioeconomic and cultural factors that work against them, or their academic performance may not be measured properly (Borman, 2001). Low socioeconomic student status become aware of high college tuition fees, they often lose the motivation to perform well due to their inability to pay for higher education, ultimately affecting the influence of socioeconomic status on student achievements (Ocampo, 2015). Family attributes such as affection, the love, and care that students must feel so that they will be inspired to go further in their studies are factors that contributes in striving academically (Garcia, 2017).

Mentoring programs are very successful way to build a student's identity within the school while also connecting them with faculty, administrators and other students. There is clearly a need for specialized support of minority students and mentoring programs can be instrumental in improving needed support for students while at the same time encouraging development of all involved. Students should be encourage thriving and made comfortable in their surroundings and to some the chance to engage in a mentoring program could provide that very opportunity needed to ensure success (Stocksloger, 2013). Student retention and university performance are characterized in terms of academic success (Sparkman et.,al. 2012). The experience of minority students indicated a close relationship between academic and social integration in the institution and the retention of students (Stebbleton et.,al. 2014).

The Professional Regulatory Commission (PRC) reports that passers of board examinations in all fields of endeavor continue to go down. One of the important causes for this phenomenon is the low academic performance in the elementary and secondary levels. This academic performance of the students can be attributed to their proficiency in the English language. Educators agree that proficiency in the English language is the basis for



success in academic pursuits. Reading, writing, and working with numbers are tasks that are based on language skills, describes this as the interplay between everyday language skills and more advanced communication skills.

Indeed, language proficiency is a key to academic performance. A person who does not know English, for instance, may not have access to the world's known scientific and technological discoveries that are predominantly written in English. This means that students need to be proficient in English for a better grasp of knowledge in Technology, Science, and Mathematics. As claim, language proficiency in English is significantly related to academic performance. Academic subjects like Science, Mathematics and English often requires the use of language functions. The language functions play a significant role in critical and analytical thinking required in science and mathematics subjects. The more language functions with which students are adept, the more effective their thinking can be. Thus, the more the students are proficient with the English language, the more they are likely to perform well in their academic subjects.

Relative to the said claim, the Department of Education (DepEd) asserts that students' proficiency in Science and Mathematics has a relationship with their language proficiency in English. Majority of the students had not really mastered the different learning areas in Mathematics. From the performance of Grade VI pupils, it was reflected that their skills in problem solving was only 53%; analysis, 56%; and computation was 62%. These skills all require proficiency in English. Likewise, from the results yielded, Science noticeably tailed at fifth rank with only 56.87% percentile rank. It was noted that the questions given required comprehension and analytical skills of the learners. Again, English has something to do with the skills of the learners. Undeniably, in many a lesson in Sciences and Mathematics, English is very vital as a tool in comprehension, analysis, evaluation, and interpretation of results.

Based on the experiences and observations of their English teachers, the students normally refuse or react negatively when given literary pieces and novels for home reading reports and compositions and analyses for submission. This is true to most, if not all, experiences of the language teachers in the said institution. Some observations are also perceived by the Science and Mathematics teachers. They say that the students have difficulty in articulating their ideas, analyzing problem sets and applying theory in given situations. Generally, the students complain that they could hardly understand a language that is not native to them even they try all the means to learn it. To them, even how competent their teachers are in the language, still they could hardly attain proficiency in the language. These observations relative to English language proficiency and academic performance prompted the researchers to conduct this study. Particularly, this research assesses the relevance of language proficiency to the academic performance of the students in Science, Mathematics and English.

In the division of Davao Del Sur, performance of students in language class is a problem. Students find difficult to express their ideas in English or they find difficult in understanding the simple text they read. The teacher as a language thought of an initiative of intensifying the unlocking of difficulty before the students read the text by simplifying the words the students will encounter in the selection. Hence, this study.

This study seeks to determine the effect of contextualized clues approach, on the linguistic performance of grade 8 students. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the linguistic performance of the research subjects. Moreover, it seeks answer to the following sub-problems:

1. What is the pre- test scores of the experimental and controlled group?
2. What is the post-test scores of the experimental and controlled group?
3. Is there a significant difference on the pre-test and post-test scores of the experimental and controlled group?
4. What is the magnitude of difference between scores of pre-test and post -test of experimental and controlled group?
5. What is the magnitude of effect of the contextualized clues approach on the linguistic performance of grade 8 learners?

METHODOLOGY

Research Design

This study made use of the quasi-experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher had access to one group for experimentation (Vockel 2019). The researcher opted to use this design because the subjects of the study were intact group of learners. This design was represented as follows:



	01	X	02
	03	X	04

Where:

- 01 – Pretest of the experimental group
- 02 – Posttest of the experimental group
- 03 – Pretest of the controlled group
- 04 – Posttest of the controlled group
- - Non-random assignment of subjects
- X – Treatment applied in the experimental group

Research Respondents

This study was conducted in Sta. Cruz National High School, Division of Davao Del Sur. The subjects of this study were the 88 grade eight pupils – 42 were from section A which was the controlled group and 46 were from section B which were the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Research Instrument

This study was utilized the new normal learning modality. It was a blended learning where teacher gave module at the same meet the learners online but adhering to the protocols of Inter-agency Task Force (IATF). The researcher had to meet the learners online for a follow up session of what has been printed in the module.

The pre and post-performance test consist of a 45 –item test was eventually determining the linguistic performance of the research subjects. The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess the linguistic performance of the grade seven students. On the hand, post test will be administered to measure the effect of the treatment.

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will be used to describe the level of the linguistic performance of the learners in both pretest and posttest scores.

Eta square will be used to measure the magnitude of contextualized clues on the linguistic performance of the grade 8 students.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of contextualized clues on the academic performance of grade eight students in language class.

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Sta. Cruz National High School, Division of Davao Del Sur. The subjects of this study were the 90 grade eight students – 45 are from section A which comprised the controlled group and 45 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.



This study revealed that the utilization of contextualized clues has increased the academic performance of grade eight students in language class. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade five pupils both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group is at the Developing level while the post test scores of the experimental group is at the Approaching Proficiency level.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that teachers teaching language class in grade eight should used contextualized clues as a strategy that would further develop the academic performance of students in order to make the teaching of language class meaningful. If learners take part in the learning process by experiencing the unfolding of the lesson, then he will appreciate the concept being develop, thus, he is learning.

The school heads should promote the use of contextualized clues as a strategy that would engage the child actively in the learning process as it is revealed in the study that it is effective especially on subjects that are narrative in nature and are not interesting to learners. A school policy about the utilization of contextualized clues can be issued. Besides, he can invite the teacher-researcher to demoteach during LAC session using contextualized clues as a strategy in teaching language class.

For future researchers, it is strongly recommended that a relative study on the use of role play as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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