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## PROPOSED READINESS ACTIVITIES IN TEACHING ENGLISH TO ENHANCE THE LEARNING PERFORMANCE OF THE STUDENTS

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### **ABSTRACT**

*This study determines to propose readiness activities to enhance the performance of the students in English. This study used research and development in the formulation of the proposed readiness activities. Specifically, the researcher made use of the three phases such as the survey phase, the creative phase and the evaluation phase.*

**KEYWORDS:** *Readiness Activities in English, Methodology in Teaching English, Development of Readiness Activities in English, Material Development and Validation*

### **INTRODUCTION**

Teaching English needs a mastery of skills and concepts. In order to gain this goal the teacher should have a thorough preparation specifically the activities to be employed in teaching a particular topic. In this study, the researcher aim to propose a teaching material to be employed in teaching English to improve the performance of the students.

The proposed materials can be used by the teacher to motivate the students to engage themselves in the entire teaching-learning activities. Once the students are totally engaged in the lesson, precisely their performance enhanced toward desirable results. The researcher extended the study by testing the acceptability level of the propose materials and determine the performance of the students.

## STATEMENT OF THE PROBLEM

This study determines to propose readiness activities in English to enhance the performance of the students. Specifically, it sought to answer the following questions:

1. What is the (a) level of performance of the students in English; (b) what are the common readiness activities performed by the students in English to enhance the learning performance?
2. What readiness activities can be proposed to enhance the learning performance of students in English?
3. What is the level of adaptability or acceptability of the proposed readiness activities to enhance the learning performance of students as perceived by teachers and school heads.
4. Is there a significant differences between the perceptions of teachers and the school heads on the level of adaptability of the propose readiness activities to enhance learning performance of the students?

## METHODOLOGY

The descriptive analysis and development methods (R and D) were used as methods of research in this study. All the 75 teachers teaching English and their school head in the whole division were the respondents of the study in the first evaluation of the materials. Furthermore, in the second evaluation the 15 teachers and 9 school head of the division served as respondents. These respondents were asked to validate the proposed readiness activities to enhance the learning performance of the students in English. They also served as respondents on the level of adaptability or acceptability on the proposed readiness activities in English. Teachers and their school heads were asked to establish the content and construct validity of the materials.

A questionnaire checklist was prepared by the researcher for the teachers and school heads in order to gather data on the level of adaptability or acceptability of the proposed readiness activities to enhance the learning performance of the students. The researcher was guided by the following research procedures in the conduct of the study.

The Survey Phase – This phase were included the different procedure of collecting, sorting of instructional guide and materials, textbooks and learning competencies prescribed for English documentary, and content analysis and library technique were employed in analysis of the different aforementioned materials was used to determine the content of the proposed readiness activities.

The Creative Phase – This phase of the study was the preparation of the materials for the student. The researcher developed readiness activities to enhance the learning performance of the students.

This phase determine the parts of the readiness activities, the objective and the equalization of the learning outcomes of the materials.

The Evaluation Phase – Copies of the materials in readiness activities that enhance the learning performance of the students were submitted for evaluation to teachers, and the school heads in the division. The respondents indicated their perception on the adaptability and acceptability level of the proposed readiness activities.

The following statistical tools were aided the researcher in the interpretation of the data. The average weighted frequency (AWF), the mean, standard deviation and the t-test were used.

## STUDY FINDINGS

Based on the data gathered the following important findings were formulated:

1. The performance of the second year students in the division progress test in English is below the mean. In particular, it shows the following statistical measures: mean  $x=17.25$ , median  $x=16.70$ , standard deviation  $x=5.20$ . There are 225 or 8.15 percent of the students whose scores are passing while there are 91.85 percent whose scores are within the non-passing category. The readiness activities performed by the students in English are ‘low’ as brought about by the initial survey of the research study.

2. That there are fifteen proposed readiness activities to enhance the performance of the students in English such as: brain button, cross crawl, hook-ups, positive points, the thinking cap, the bowl lazy, the rocker, neck roll, earth button, space button, the calf pumps, the grounder, bubble doodle and the balance buttons.

3. The ‘very high’ ( $x=4.30$ ) and ‘high’ ( $x=4.20$ ) level of acceptability or adaptability of the proposed readiness activities in English were exhibited by the teachers and school heads respectively.

4. There is no significant difference between the perception of teachers and school heads in the level of acceptability and adaptability of the proposed readiness activities in English to enhance the learning performance of the students.

## CONCLUSIONS

Based on the important findings of the study the following conclusions were offered:

1. The proposed readiness activities are needed to address and enhance the learning performance of the students in English.

2. That the proposed readiness activities perceived by both respondents (teachers and the school heads) as complete, acceptable and adaptable to be used by the teachers in the classroom.

3. The perceptions of teachers and school head in the proposed readiness activities in English are the same.

### RECOMMENDATIONS

Based on the conclusions and study findings the following recommendations were advanced:

1. The proposed readiness activities should be used by the teachers in the classroom to test its effectiveness. In this way, the proposed readiness activities can be evaluated in the field.

2. The propose readiness activities should be tried out in the regional level using the other curriculum year in order to have a data bank on this study.

3. The proposed readiness activities should be applied to other subject areas to further entrance its acceptability and adaptability.

4. Similar study should be encourage or conducted in the regional level focusing the relation or effects of the readiness activities to some socio-demographic attributes, study habits and skills of the students.

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