



LOVE STORY BETWEEN SUBJECT AND VERB: USE OF GAMEBOARD TO ENHANCE PROFICIENCY IN SUBJECT AND VERB AGREEMENT

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ABSTRACT

No research was conducted on the same topic of interest among Grade 7 students, particularly in Pansol Integrated National High School, as they too struggle with grammar, sentence construction, and composition writing due to their poor proficiency in the subject-verb agreement. Studying this topic is very viable, timely, and practical as it contributes significantly to solving gaps in learning. The proponent has introduced a fun manner of addressing the learning gap among Grade 7 in subject-verb agreement, which is through board games. Manipulatives, as its generally called, are effective in solving learning gaps. Board games can allow students to put what they have learned into practice. Educators can give students opportunities to play while also promoting student achievement by using games that support the curriculum. The study aims to ascertain boardgame's impact on learners' proficiency level in Subject Verb Agreement. Using the purposive sampling technique, the researcher-made pretest and posttest were conducted among

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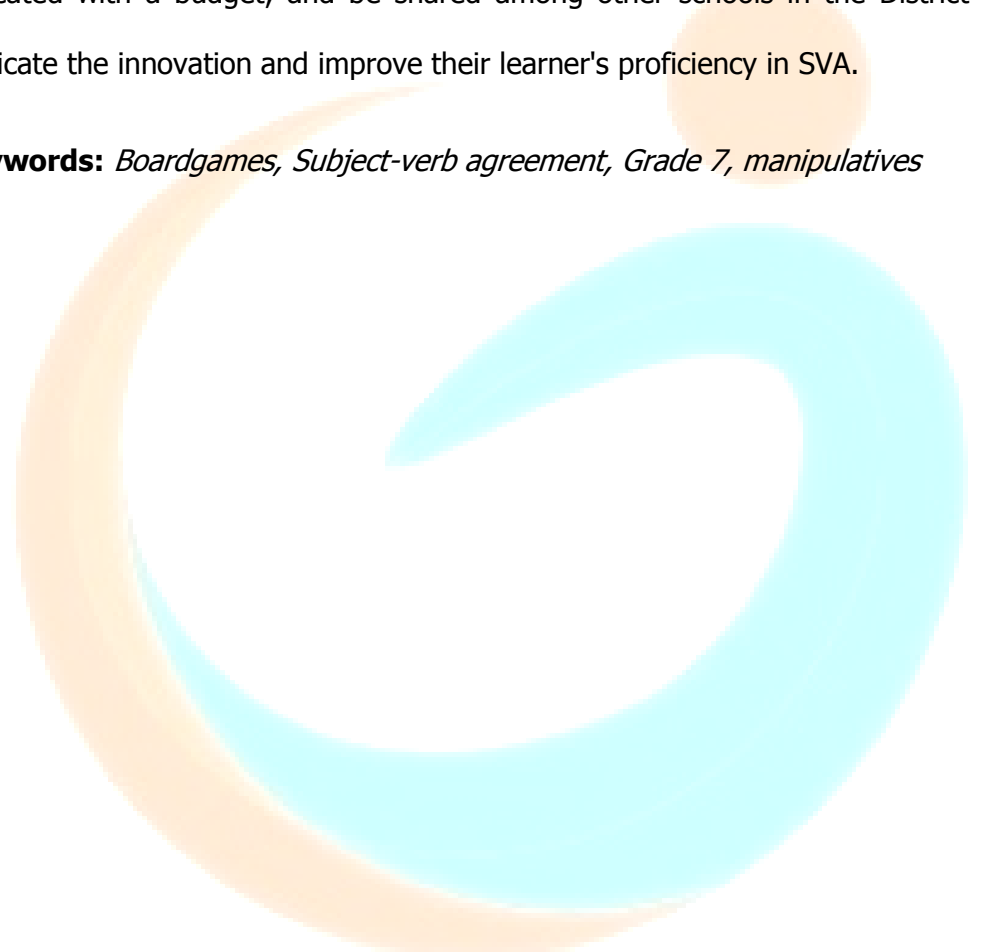
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15 Grade 7 learners of Pansol Integrated National High School. Results show a significant difference between the level of proficiency of Grade 7 learners in Subject- Verb Agreement. It is highly recommended that the best practice of using manipulatives should be shared among the colleagues through the LAC session, be incorporated in the School Improvement Pan to be allocated with a budget, and be shared among other schools in the District so they too can replicate the innovation and improve their learner's proficiency in SVA.

Keywords: *Boardgames, Subject-verb agreement, Grade 7, manipulatives*



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INTRODUCTION

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances (Teaching Grammar in Context: Why and How? 2022). Several studies have been reviewed regarding the status of students in grammar competence, especially with subject-verb agreement. For example in the study of Kurniawan (2016), entitled an analysis of students' ability in using Subject-Verb Agreement, the result of the data analysis of the eighth-grade students had a fair level by the mean score of 58.03 (Kurniawan, 2016). Another study conducted by Cabaltica and Osabel (2021) of Ramon Magsaysay State University on the Knowledge on Subject-Verb Agreement of Grade 7 students as the basis for remedial teaching, the study showed the most familiar subject-verb agreement rule is plural personal pronouns in present, present progressive, past progressive and perfect tenses require plural verbs and the least familiar subject-verb agreement rules to the students are 1) percentage of count nouns requires plural verb; 2) singular subjects connected by „and“ but refer to only one thing or person; 3) the expression "the number" takes on a singular verb while "a number" takes on the plural verb, and 4) when nouns derived from a foreign language like „agendum-agenda“ and „datum-data“ are used as subjects. The study also showed that there is no significant difference in the level of students' knowledge of subject-verb agreement when grouped according to sex variables and there is a significant

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relationship between the students' skills in subject-verb agreement and their previous grades.

The researcher prepared a remedial teaching action plan to make learning more meaningful that included the presentation of actual identification of subject and verb. Through the knowledge and commitment of other teachers who are using English as their medium of teaching, it will also be a massive help to further improve the grammar of students by correcting their written works or when they are speaking (Cabaltic & Osabel, 2021). In an assessment of Subject-verb agreement competency in Senior High School of the Pamantasan ng Lungsod ng Maynila, the test results showed that the most common rule in which the students committed errors is rule number 5 which states: Collecting noun phrases take either a singular or plural verb depending on whether the emphasis is on the individual units or the group as a whole (Decena, 2017).

There was no research conducted on the same topic of interest among Grade 7 students, particularly in Pansol Integrated National High School, as they too struggle with grammar, sentence construction, and composition writing due to the poor level of proficiency in the subject-verb agreement. It is very viable, timely, and practical to study this topic as it contributes greatly to solving gaps in learning. For example, Subject-Verb agreement, when addressed, shall make a sentence easier to understand. It also helps make the sentence sound better (Subject Verb Agreement | Turtle Diary Lesson, 2022).

The proponent has introduced a fun manner of addressing the learning gap among Grade 7 in subject-verb agreement and that is through the use of board games. Manipulatives as its

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generally called are effective in solving learning gaps. The board game is user-friendly and can be played by multiple players. Board games can provide students with opportunities to apply concepts they have learned. Board games promote collaboration, inquiry, and critical thinking. By using games that support the curriculum, educators can give students opportunities to experience play, while at the same time promoting student achievement (Cabaltic & Osabel, 2021).

The study aims to ascertain the impact of boardgame on the level of proficiency of learners in Subject Verb Agreement. By doing so, teachers will be able to create infinite strategies for teaching concepts in the classroom using this research-based knowledge.

Action Research Question

The goal of the study was to determine the effectiveness of the board game on the Grade 7 learners' proficiency in the Subject Verb Agreement. Specifically, it sought to answer the following questions:

1. What is the learners' level of proficiency in subject-verb agreement before and after the intervention?
2. Is there a significant difference between the level of learners' proficiency in the subject-verb agreement?

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MATERIALS AND METHODS

A. Participants and other Sources of Data and Information

The 15 Grade 7 students who scored below proficiency on the subject-verb agreement pre-assessment during the implementation phase were the study's participants. They were formally registered as pupils of Pansol Integrated National High School for the School Year 2022–2023 in the Learners Information System. They were chosen purposefully, according to a non-random process. This qualified individual to participate in the study as respondents since they have difficulties with the Subject-Verb Agreement.

B. Data Gathering Methods

The school head was asked for permission to conduct the study. Once permitted, the survey instrument was validated and undergo a reliability test. Once validated, the instrument was administered before and following the intervention. The results gathered shall be analyzed.

The researcher has used a Pre-experimental research design, particularly the One Group Pretest Posttest Design.

The survey instrument was a 20 -item Identification with choices type of test that will measure or assess students' proficiency in the Subject and Verb Agreement competency. It was a researcher-made and therefore underwent reliability and validity where three teachers with Masters's degrees shall attest.

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C. Ethical Concern

To ensure high ethical standards throughout this research, the researcher assured permission from authorities such as the school principal. Certificates of voluntary participation and informed consent among participants and their parents or guardian were also be secured. All information and data provided, including name, was treated with confidentiality. Moreover, all related literature of this research was properly cited and acknowledged in the References section.

D. Plan for Data Analysis

The researcher used different methods of data analysis that include descriptive statistics and tests of significance.

In answering research problems 1 and 2, the Mean was employed to determine the pretest and post scores of the respondents. At the same time, a t-test was used to determine the significant difference in the use of the intervention. The researcher also utilized the following scale to describe the level of proficiency in the Subject-verb Agreement.

Table 1

SVA proficiency Scaling

Range of Mean	Descriptive Equivalent
16.1-20.00	Extremely Proficient
12.1-16.0	Highly Proficient

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8.1-12.0	Fairly Proficient
4.1-8.0	Poorly Proficient
0.0-4.0	Needs Assistance

A T-test was used to determine the answer to problem 2.

RESULTS AND DISCUSSION

This part included a discussion of the results. The data presented in part followed the arrangement of the problems as set in the Action Research Questions.

Upon the administration and after the conduct of the survey, the Pretest and post-test instrument tool, the collected data, and results of the Pretest and post-test were evaluated and analyzed.

Problem 1. What is the learners level of proficiency in subject-verb agreement (SVA) before and after the intervention?

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Table 2

Learners level of proficiency in Subject-Verb Agreement (SVA) before and after the intervention

Indicators	MEAN	Descriptive Rating
Pre-Assessment Results	4.1	Poorly Proficient
Post-Assessment Results	16.1	Extremely Proficient

Table 3 shows the learners level of proficiency in Subject-Verb Agreement (SVA) before and after the intervention. It shows that the pre –assessment results garnered a mean score of 4.1 described as poorly proficient while post assessment results garnered a mean score of 16.1 described as extremely proficient.

Problem 2. Is there a significant difference between the level of learners’ proficiency in the subject verb agreement?

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Table 3

Test of significant difference between the learners proficiency in the subject –verb agreement (SVA) before and after the intervention

Variable	T-Stat Value	Probability Value	The decision of the Hypothesis	Interpretation
Pre and post-test results	8.2375	0.0001	Accepted	Significant

As shown in table 3, the testing of the Hypothesis for the two test results yielded a T-stat value of 8.2375 and a probability value of 0.0001, which is lower than the 0.05 level of significance, which accepted the Hypothesis and established a significant difference in the level of students' readiness before and after the intervention.

CONCLUSION

Given the results above, the level of students' proficiency in SVA is poor before the intervention and high after the intervention. There is a significant difference between the level of pupils' proficiency in subject –verb agreement (SVA) before and after the intervention. It is an inference on the part of the proponent that SVA Boardgame entitled a Love Story Between Subject and Verb, therefore, is effective. This is highly supported by the theory on the use of

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manipulates. According to Jean Piaget, children are active learners who master concepts by progressing through three levels of knowledge- concrete, pictorial, representative, and abstract.



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