



AUGMENTING STUDENTS CLASS PARTICIPATION THROUGH PROJECT RECITE

(Reinforcing and Enhancing Class Interaction Through Effective Intervention)

ALEXANDER ILIGAN MAABA
TEACHER III
SENIOR HIGH SCHOOL IN CARMEN
09052740723
alexander.maaba@deped.gov.ph

ABSTRACT

Class participation is the most neglected performances of the students in school. Teachers disregarded the efforts of the learners in answering the common questions asked by the teachers. This study focused on the impact project RECITE (Reinforcing and Enhancing Class Interaction Through Effective Intervention) as a teaching strategy on improving the students' engagement in class discussion. The study utilized a convenient sampling and quasi – experimental techniques. The collected data were the participants' grades in midterm and final respectively. This data gathering procedure was used to determine the impact of the program pilot implementation. The data analyses used in this study were the nonparametric 2 on the analysis of variance and Wilcoxon 2. The Wilcoxon signed ranks test ($T_{0.00}$, $n = 32$, $p < 0.05$) indicated that the grades between before and after implementation was significantly different. The data shows only the sum of the positive difference ranks ($R_+ = 528$) and no decreasing grade is recorded - showing a

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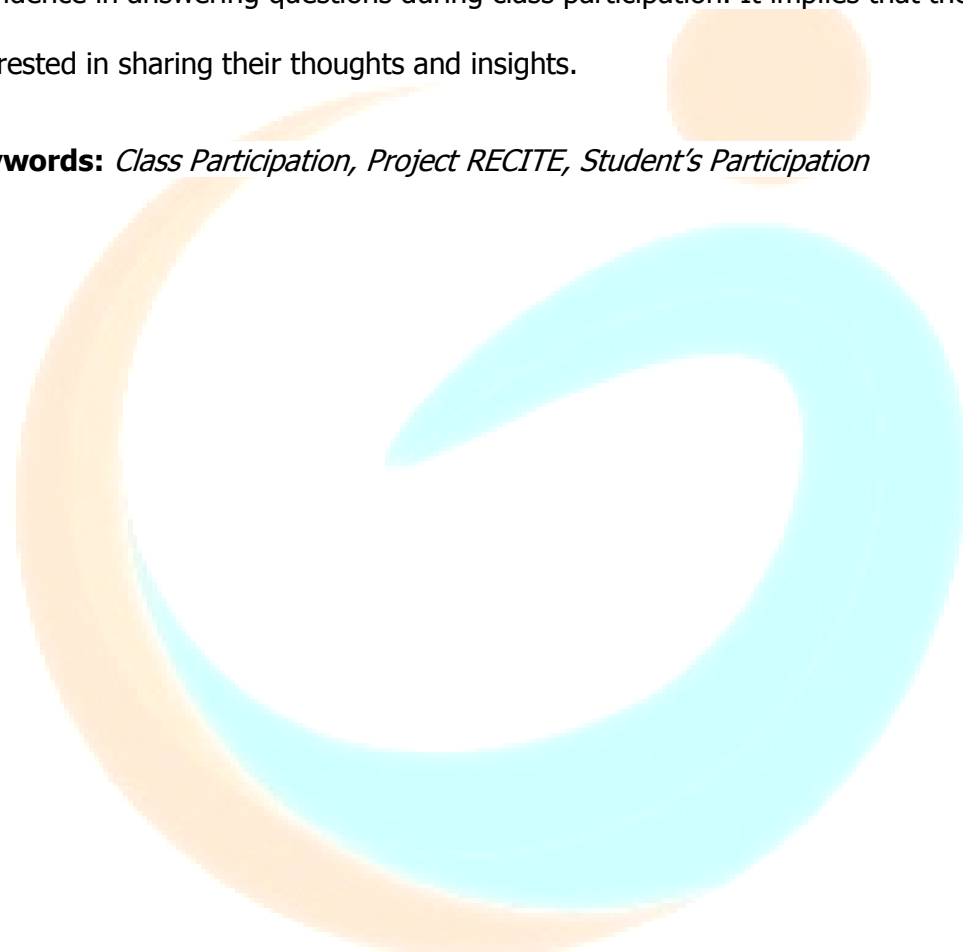
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positive impact from the program implemented. The midterm mean grade is 73.97 while the final grade is 87.19 respectively. Based on the available data and statistical results, project RECITE (Reinforcing and Enhancing Class Interaction Through Effective Intervention) is an effective intervention that helps the learners not only acquire sufficient grades but also boost their self-confidence in answering questions during class participation. It implies that the learners are now interested in sharing their thoughts and insights.

Keywords: *Class Participation, Project RECITE, Student's Participation*



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Introduction

The success of every teaching – learning process relied on the interaction of the students with their teachers. Class participation is one of the components in the performance task. Performance task is one of the major components in the grading system of the Department of Education. Aside from written works and quarterly examination, performance task has a greater percentage in the grading system. It is one of the skills that teachers tried to develop among the students. Castillo et al., (2020), the class participation of every student can improve to get high academic performances by using classroom-based activities. A student gains more knowledge when he participates in class discussions because through his participation he can develop his thinking skills and other personal skills. The development of his inquisitive mind can be boosted to let him understand his nature, needs, and problems using his potentialities.

The most underappreciated student performance in class is class participation. The efforts of the students to answer the questions raised during the discussion were usually ignored by the teachers by not recording them in the performance task. There are instances when a student knows the right answers and do not have the difficulty in understanding the lesson, but they remain being quite or not responding because they are afraid of the consequences and prefer not to participate in the discussion.

Project RECITE (Reinforcing and Enhancing Class Interaction Through Effective Intervention) is an intervention program used by the researcher to encourage students to actively

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participate in the class discussion. This program records every participation exerted by the students, and every participation is rewarded with a 5-point score recorded under their performance task. This program doesn't only give students the opportunity to earn more points, but it also boosts their confidence in class participation.

This study focused on the impact project RECITE (Reinforcing and Enhancing Class Interaction Through Effective Intervention) as a teaching strategy on improving the students' engagement in class discussion. This study also aims to show that through this new teaching – learning approach, students will play a significant part and enhances their potentials through active participation.

The dilemma mentioned above can be seen and observed in an actual classroom situation. A vast number of students enter senior high school with severe gaps in class participation that result in the difficulty of keeping up with the competencies assigned by the Department of Education. If the learners are not equipped with communication skills, it will have a ripple effect on the latter years.

Research Methodology

A. Research Sampling

The study utilized a convenient sampling and quasi – experimental techniques. Convenient sampling technique is a non-probability sampling method where participants were selected as the

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sample of the said study, it was utilized because the participants were the easiest for the researcher to access. Quasi -Experimental sampling technique is a probability sampling method that manipulates the independent variable and observed the effects to the dependent variable.

B. Data Collection

The collected data were the participants' grades in midterm and final respectively. This data gathering procedure was used to determine the impact of the program pilot implementation. The grades in midterm and final was compared if there was an improvement of their academic performance. The midterm grade was the control variable and the final grade was the experimental variable.

C. Ethical Issues

To adhere the ethical considerations in conducting the study. The researcher upholds the confidentiality of the participants' information. The researcher used the coding technique in order to hide the participant's identity. The researcher informed the participants on the outcome of the study and its purpose.

D. Data Analysis

The data analyses used in this study is the Wilcoxon signed ranks test, a nonparametric test. Nonparametric test is a type of statistic that does not make any assumptions about the characteristics of the sample (its parameters) or whether the observed data is

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quantitative or qualitative (investopedia.com). In addition, Wilcoxon signed ranks was also employed; it is a non-parametric analysis that statistically compares the average of two dependent samples and assesses for significant differences (statisticsolutions.com). The study compared the academic grades of the participants in the midterm and final term to evaluate whether there were significant differences or not.

Result

The null hypothesis states that the grades have no significant difference before and after implementation. The research hypothesis states that there's some differences difference before and after implementation. Our research hypothesis is a two-tailed, nondirectional hypothesis because it indicates a difference, but in no particular direction. In symbol,

The null hypothesis is:

$$H_0: \mu_D = 0$$

The research hypothesis is:

$$H_a: \mu_D \neq 0$$

The level of risk, also called an alpha (α), is frequently set at 0.05. Thus, there is a 95% chance that any observed statistical difference will be real and not due to chance.

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The grades are obtained from 32 respondents which shows their grade difference before and after implementation. Therefore, the data samples are related, or paired. Since we are comparing two related samples and with disregard of its normality test, the Wilcoxon signed ranks test is used.

Ranks

	N	Mean Rank	Sum of Ranks
FINAL GRADE - MIDTERM Negative Ranks	0 ^a	.00	.00
GRADE Positive Ranks	32 ^b	16.50	528.00
Ties	0 ^c		
Total	32		

a. FINAL GRADE < MIDTERM GRADE

b. FINAL GRADE > MIDTERM GRADE

c. FINAL GRADE = MIDTERM GRADE

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Test Statistics^b

	FINAL GRADE - MIDTERM GRADE
Z	-4.939 ^a
Asymp. Sig. (2- tailed)	.000

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
MIDTERM GRADE	32	21.00	64.00	85.00	73.9688	4.43217	19.644
FINAL GRADE	32	17.00	78.00	95.00	87.1875	4.64506	21.577
Valid N (listwise)	32						

The Wilcoxon signed ranks test ($T = 0.00, n = 32, p < 0.05$) indicated that the grades between before and after implementation was significantly different. In addition, the data shows only the sum of the positive difference ranks ($R_+ = 528$) and no decreasing grade is recorded - showing a positive impact from the program implemented. Furthermore, the midterm mean grade is 73.97 while the final grade is 87.19 which implies that there is a grade increase after the program implementation. Therefore, our analysis provides evidence that the program is providing positive benefits toward the improvement of student's grade.

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Discussion

Based from the statistical result, the null hypothesis indicates that there were no significant differences in academic grades before and after the program's adoption. The research hypothesis, on the other hand, reveals a difference between before and after the program was implemented. As a result, the academic grades of the participants improved, indicating that the program was useful to them.

Furthermore, descriptive data show that the mean of the students during the midterm was 73.97, whereas it was 87.19 in the final, demonstrating that their grades improved significantly after the program was implemented. Finally, this number demonstrates that students were driven to carry out their responsibilities, particularly in terms of class participation.

Conclusion

Based on the available data and statistical results, project RECITE (*Reinforcing and Enhancing Class Interaction Through Effective Intervention*) is an effective intervention that helps the learners not only acquire sufficient grades but also boost their self-confidence in answering questions during class participation. It implies that the learners are now interested in sharing their thoughts and insights with the class because a reward will be given to them after their participation.

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