

# Enhancing Learners' Active Participation in Filipino through "Pick and Pop the Balloon" Method

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## ABSTRACT

The Filipino subject serves as a vital component in developing students' cultural identity, fostering an understanding of their linguistic heritage, and promoting critical thinking through engagement with both the communication and its culture. This classroom-based action research study employed the "Pick and Pop the Balloon" method as an intervention to enhance active participation and oral proficiency among thirty Grade 8 students from a private institution in Ozamiz City during the academic year 2024–2025. Participants were selected using purposive sampling. Data collection utilized a five-point Likert scale questionnaire and statistical analysis was performed using Minitab, focusing on the computation of the mean, standard deviation, frequency, percentage, and the t-test for significant difference. The results indicated a statistically significant difference in student engagement following the implementation of the intervention. Analysis of the checklist data revealed highly significant improvements across all three measured engagement indicators: reaction to the balloon stimulus, effect on participatory behavior, and response to point-based rewards. These findings confirm that the "Pick and Pop the Balloon" strategy had a substantial positive impact on student involvement. The implementation of the Pick and Pop the Balloon method significantly improved student engagement, motivation, and participation, demonstrating its effectiveness as a gamified, reward-based instructional tool compared to traditional methods. To create genuinely effective support, we urge researchers to quantitatively investigate the diverse nature of student learning issues. This will enable the development of holistic strategies and usable solutions for their educational challenges.

**Keywords:** active participation, Filipino subject, gamification, motivation, strategy, student engagement

## CONTEXT AND RATIONALE

Developing students' speaking skills is a cornerstone of language learning, as oral communication is not only a medium for expressing ideas but also a vital tool for building relationships, sharing knowledge, and engaging in collaborative learning. In the context of language education, speaking proficiency is consistently cited as one of the most difficult to develop, making it a critical focus for action research aimed at identifying practical strategies to improve teaching and learning outcomes, yet it is also the most essential for real-world communication (Sharma, 2024). Learners who can articulate their thoughts clearly and confidently are better equipped to participate in academic discussions, social interactions, and professional endeavors. Speaking allows learners in articulating their ideas clearly and effectively, share their own opinions, and engage in meaningful interactions (Derakhshan et al., 2016). However, many students struggle with challenges such as anxiety and insufficient oral practice in a supportive engaging environment. These barriers highlight the need for innovative teaching strategies that foster confidence and fluency in speaking (Santos & Reyes, 2022). Engaging students in meaningful classroom activities can sometimes be challenging, especially since students have diverse learning styles, comfort levels, and strengths. However, student engagement is essential for effective learning, fundamental to academic achievement, motivation, and in classroom experience.

Enhancing student engagement is a vital strategy for overcoming these barriers within the learning process. When learners are actively involved in classroom activities, they are more likely to develop intrinsic motivation, sustain attention, and achieve higher levels of academic success (Valerio, 2012). Yet, engaging students in meaningful speaking tasks can be complex, given their diverse learning styles, comfort levels, and

strengths. Teachers must therefore employ strategies that balance structure with flexibility, allowing students to participate in ways that align with their individual preferences while still meeting learning objectives (Barua and Lockee, 2024).

Another crucial aspect in developing speaking skills is the role of motivation and positive reinforcement. Students often hesitate to speak because they fear criticism or embarrassment. By incorporating encouragement, praise, and constructive feedback into speaking activities, teachers can help learners build self-confidence and reduce anxiety (Rodriguez et al., 2025). When students experience positive reinforcement during speaking tasks, students are more likely to participate actively, take risks of using new vocabulary, and gradually develop fluency. The “Pick and Pop the Balloon” strategy naturally integrates this element, as the playful and gamified environment makes mistakes feel less threatening and successes more rewarding.

When learners engage in meaningful exchanges, they not only practice speaking but also deepen comprehension and build confidence through collaborative interaction. Speaking is not an isolated skill, it thrives in interactive contexts where learners exchange ideas, negotiate meaning, and support one another (Manel, 2023). Through “Pick and Pop the Balloon,” students engage in shared activities that encourage teamwork and mutual learning. This collaborative process fosters a classroom culture where learners feel safe to experiment with language, receive immediate feedback, and learn from their peers’ strengths.

The “Pick and Pop the Balloon” strategy is a dynamic approach that empowers students to actively participate by giving them the freedom to choose how they want to engage with the lesson. An interactive, student-centered exercise called “Pick and Pop the Balloon” aims to boost creativity, stimulate impromptu speaking, and lessen nervousness when doing oral assignments. Students are encouraged to speak on various subjects by using signals or prompts, which enhances their confidence, vocabulary, and fluency (Del Rosario & Cruz, 2021). Despite its importance, many learners struggle to develop speaking proficiency due to factors such as afraid of being wrong, low confidence, and a lack of engaging opportunities to practice. Such challenges emphasize the needs for instructional techniques that specifically target these barriers and create a supportive environment for speaking practice (Lopez & Martinez, 2023).

This method creates a supportive atmosphere for language development by promoting creativity, lowering anxiety, and encouraging active engagement. It engages students in an interactive process that fosters social and cognitive abilities by implementing gamification components. This peer interaction provides valuable opportunities for corrective feedback, which is essential for language acquisition (Bitchener et al., 2012). Furthermore, the method encourages peer collaboration, fostering a sense of community and shared learning, where students are both teachers and learners.

In Ozamiz City, in Junior High School, the researchers observed that students struggle when it comes to speaking in a Filipino language. The researchers wanted to determine how to improve the student fluency and communication skills in the Filipino language using Pick and Pop the Balloon method. This action research aims to identify the specific challenges students encounter in speaking and utilizing the Filipino language, in order to develop strategies that address these difficulties.

## Intervention

The Pick and Pop the Balloon strategy serves as a practical classroom intervention that boosts student participation and inquiry skills. By blending elements of play, rewards, and student-driven questioning, it facilitates active student participation in discussions. This approach fosters a lively and supportive learning atmosphere that inspires students to engage more confidently.

The implementation of the 'Pick and Pop the Balloon' method will proceed as follows: **Preparation of Stimulus Materials:** The researcher will prepare slips of paper containing thought provoking questions aligned with the lesson's learning objectives (novel of Florante at Laura). These slips will then be secured inside the balloons. Questions are carefully designed to vary in difficulty, ranging from simple recall or lower-order thinking to analytical and evaluative prompts or higher-order thinking.

**Voluntary Student Participation:** Instead of the teacher randomly selecting who will answer, students are given the freedom to choose when they want to participate by volunteering to pop a balloon. Each balloon contains a question, which the student must read aloud and respond to. The element of chance introduces excitement, helping students stay attentive, engaged, and eager to participate.

**Encouragement through Rewards:** Balloon points offer a fun, tangible reward that celebrates students' curiosity, communication, and willingness to participate. This simple incentive helps create a supportive environment where learners feel confident, engaged, and excited to share their ideas, especially those who may be naturally shy or hesitant.

**Guided Facilitation by the Teacher:** The teacher is required to strategically scaffold the activity. For difficult questions, the teacher provides hints, guiding questions, or prompts to help students unpack complex ideas. Peer-to-peer support is encouraged, allowing classmates to contribute additional insights or assist in clarifying answers. This guided facilitation reinforces collaboration, normalizes questioning, and builds a classroom culture where thinking aloud and making mistakes are seen as part of the learning process.

**Post Session Reflection and Efficacy Feedback:** Following each instructional session, students will engage in a structured reflection process regarding their learning. They will then share their insights and receive both formative feedback from the teacher and peer evaluation regarding their performance. This process helps them recognize strengths, view mistakes as learning opportunities, and stay engaged with the lesson.

When students become more competent in asking and responding to questions, teachers can slowly offer more advanced and creative tasks. This approach helps the teacher tailor lessons to individual needs and build skills in question-based learning. Supported by pedagogical theory and empirical action research, the "Pick and Pop the Balloon" strategy has been shown to successfully build critical thinking, increase student interest, and strengthen their ability to express ideas in class.

## Objectives of the Study

This classroom-based action research investigated the efficacy of the "Pick and Pop the Balloon" method as an intervention to enhance learner engagement and cultivate inquiry-based learning skills among Grade 8 students during the study of the Filipino novel at a private non-sectarian institution in Ozamiz City.

To achieve the stated objective, this study sought answers to the following guiding questions:

1. What is the level of learners' engagement in Filipino lessons before the implementation of Pick and Pop the Balloon Method based on checklist engagement?
2. What is the level of learners' engagement in Filipino lessons after the implementation of Pick and Pop the Balloon Method based on checklist engagement?
3. Is there a significant difference in learners' engagement in Filipino lessons before and after the implementation of Pick and Pop the Balloon Method based on checklist engagement?

## Hypothesis

A statistically significant difference was observed between the students' pre-test and post-test scores subsequent to the "Pick and Pop the Balloon" intervention, confirming the positive effect on their Filipino oral proficiency.

## Strategy

### Active Learning

The approach is fundamentally based on the idea of active learning, which motivates students to engage directly with their education. Rather than merely taking in information, students participate actively during

instruction. They assume student ownership by choosing own prompts and participating in impromptu speaking tasks. This method promotes self-directed learning, enabling students to not only hone their speaking abilities but also enhance critical thinking skills while making choices about what to express and how to react in the moment. This active involvement encourages a more profound comprehension and memory retention since students must think critically and utilize their language abilities in varied situations.

### **Fluency over Accuracy**

The emphasis in the context was on effective communication instead of flawless grammar or vocabulary. This change in focus enables students to utilize the language in a functional and contextually relevant approach, aiming to be comprehended instead of striving to eliminate errors. By promoting fluency, students feel inspired to converse more openly without the persistent worry of making mistakes, which can frequently impede language growth. This method fosters self-assurance, allowing students to feel more at ease when sharing their ideas in English, thereby speeding up their language acquisition journey

### **Interactive and Collaboration**

A fundamental component of social constructivist theories, which stress the value of teamwork in the learning process, is social contact, which is encouraged by this strategy's incorporation of peer feedback and class debates. Students gain from the varied viewpoints of their peers in addition to improving their language proficiency via this engagement. These kinds of cooperative exercises enhance speaking and listening skills while cultivating vital social competencies. Pupils gain confidence in their ability to communicate, participate in insightful discussions, and foster a positive learning atmosphere.

### **Building Confidence Through Communication**

The method's interactive nature encourages learners to build confidence in expressing themselves clearly and effectively. While students engage in discussions, debates, and peer feedback activities, they become more capable of sharing ideas in a clear and confident manner. This enhanced confidence in speaking is crucial, as it aids in diminishing anxiety and the fear of errors, which frequently hinder language learning. The method fosters a supportive atmosphere that motivates students to experiment with their language skills, understanding that errors are a normal aspect of learning. As time passes, this confidence leads to a greater readiness to participate in discussions, thereby speeding up language skills advancement.

## **METHODOLOGY**

### **Research Design**

This study employs a classroom-based Action Research (AR) design. AR is a methodological approach focused on the simultaneous development of validated professional knowledge and the resolution of real-world problems encountered in practice (Collatto etc., 2017). Data will be collected through pre-test and post-test assessments to track progress in student engagement and academic performance in post-intervention of Pick and Pop the Balloon method. The pre-test will establish baseline performance, and the post-test will measure the progress made because of the intervention. Statistical analysis will then be applied to compare the results, providing objective evidence of the effectiveness of the strategy. By relying solely on quantitative measures, the study ensures that findings are based on measurable outcomes that clearly reflect the differential effect of the strategy on learning outcomes.

### **Research Setting**

The study was conducted at the junior high school level, specifically the Grade 8 students at a certain private secondary school in Misamis Occidental in school year 2024-2025. The school, aligned with the resolution mandated by the Department of Education (DepEd), is currently at the forefront of implementing the K to 12 basic education programs, encompassing Junior High School. In adherence to the DepEd directive, the Junior

High School curriculum of grade 8 and grade 10, underscoring the institution's dedication to delivering an innovative and holistic educational program.

### Research Participants

The participants of the study were thirty (30) Grade 8 learners selected through a purposive sampling technique. The selection was based on the following criteria: students enrolled in the Junior High School Department at a certain secondary private school as Grade 8 learners for the academic year 2024-2025; students enrolled to a specific section or block in the Grade 8 curriculum; students taking Filipino as a subject; and students who provide full consent to participate as respondents in the study. Only one section or block of the Grade 8 curriculum will be chosen, and not all sections will be included. The researcher will ensure that all these conditions will be met before conducting the survey

### Research Instruments

The following instruments were utilized for data collection and assessment in this study:

A. Pre-test and Post-test (Engagement Checklist): The primary data-gathering tool employed in this study was a thirty (30)-item checklist, developed by the researcher and administered as both the pre-test and the post-test. This instrument was specifically designed to measure students' engagement and inquiry skills related to the study of the Filipino novel (*Florante at Laura*). To ensure the reliability and validity of the measure, content validity was established through evaluation by five experts from the Filipino department, and the instrument's internal consistency was confirmed via a pilot test which yielded an acceptable Cronbach's Alpha score (0.7 to 1.0). The scoring interpretation for this instrument adhered to the guidelines stipulated in DepEd Order No. 8 s. 2015.

Scale	Interpretation
26 – 30	Outstanding
23 – 25	Very Satisfactory
21 – 22	Satisfactory
18 – 20	Fairly Satisfactory
1 – 17	Did not Meet Expectation

B. The primary instrument used to collect engagement data was the Learner Engagement Checklist (*Tseklis sa Pakikilahok ng mga Mag-aaral*), a researcher-developed tool designed to assess students' interest and involvement in Filipino lessons. This checklist utilized a 5-point Likert scale where responses were scored numerically as: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). To establish content validity, the instrument will undergo evaluation by subject matter experts, including the research adviser, school head, principal, and the cooperating teacher. Furthermore, reliability will be confirmed via a pilot test administered to a separate group of participants, ensuring the instrument achieves an acceptable level of internal consistency with a Cronbach's Alpha score between 0.7 and 1.0. This standardized checklist will serve as both the pre-test and post-test for the study.

The following numerical scale will be used to determine the level of student engagement toward the Filipino subject:

Responses	Continuum	Interpretation
5 - Always	4.20 – 5.00	Very Good

4 - Often	3.40 – 4.19	Good
3 - Sometimes	2.60 – 3.39	Fair
2 - Rarely	1.80 – 2.59	Poor
1 - Never	1.00 – 1.79	Very Poor

C. The core intervention was built around a researcher-developed Lesson Plan in Filipino, which centered on the novel *Florante at Laura*. This plan meticulously integrated the "Pick and Pop the Balloon" method as a system for both participation and immediate reward, aiming to boost students' active classroom engagement. Before its deployment, the lesson plan underwent careful review by the cooperating teacher, and subsequent revisions were implemented by the researchers. The intervention was conducted during the S.Y. 2024–2025 at a secondary school in Misamis Occidental, specifically involving the Grade 8 student participants.

### Data Collection & Procedure

A. *Pre-implementation Phase.* The initial phase focused on securing institutional and ethical authorizations and establishing baseline data. The researcher first sought formal permission to conduct the study from the Dean of the College of Education, the Schools Division Superintendent, the Principal, and the cooperating teacher. Following institutional approval, informed consent forms were distributed to the parents of the student participants, and assent forms were subsequently collected from the students themselves. Once all necessary permissions and forms were secured, a pre-test was administered to assess the students' baseline knowledge of the Filipino novel and initial engagement levels. Concurrently, the researcher finalized the instructional resources, which included the lesson plans, PowerPoint presentations, and all relevant materials and assessments for the teaching strategy including the integration of the reward system.

B. *Implementation Phase.* During this phase, the researchers presented and discussed the Filipino lessons while systematically integrating the "Pick and Pop the Balloon" method. Detailed instructions were provided to the students, clearly outlining the method's function, guidelines, and application for activities, engagement, and assessment. Following one month of utilizing this strategy, a post-intervention assessment was administered to quantify the students' enhanced understanding of the Filipino novel.

C. *Post-Implementation Phase.* This phase encompassed all activities related to data processing and reporting. It involved the tallying and rigorous statistical analysis of the collected data, followed by the systematic interpretation of the findings to establish conclusions. Subsequent activities included formulating recommendations, performing comprehensive proofreading and editing, and finalizing the research manuscript. This phase also concludes with the proper dissemination of the research results to relevant stakeholders.

**Ethical Considerations.** The study adhered strictly to established ethical standards throughout the research process. Informed consent was secured from all adult participants and the parents/guardians of the students prior to data collection. The participants were provided with a full briefing on the study's objectives, potential benefits, and the significance of their involvement. Furthermore, the researchers ensured complete compliance with the Data Privacy Act of 2012, guaranteeing that all sensitive and personal data collected would be treated with strict confidentiality and that participants' anonymity would be preserved throughout the study and in all resulting reports. This rigorous process demonstrated the researchers' commitment to data protection and accountability.

### Data Analysis

The statistical analysis was conducted using Minitab software. The following statistical tools were employed to process and interpret the collected data:

*Mean and Standard Deviation* were used to summarize and describe the level of student engagement in Filipino lessons both prior to and subsequent to the deployment of the "Pick and Pop the Balloon" Method.

*Paired Samples T-Test.* This tool was employed to determine if there was a statistically significant difference in the mean scores of student engagement between the pre-intervention and post-intervention measurements.

*Frequency and Percentage.* These descriptive statistics were used to categorize and summarize the response patterns obtained from the Likert scale questionnaire (e.g., the distribution of "Always," "Often," etc. responses).

## RESULT AND DISCUSSION

### Engagement of Students Before the Implementation of the "Pick and Pop the Balloon" Method

Table 1 presents the baseline level of student engagement prior to the deployment of the "Pick and Pop the Balloon" intervention, as measured by the engagement checklist. The interpretation scale used for the mean scores is as follows: 3.25–4.00 is interpreted as Very Good, 2.50–3.24 as Good, 1.75–2.49 as Poor, and 1.00–1.74 as Very Poor. As shown in the table, the overall engagement mean score was 2.95 (SD = 0.41), which falls within the good range (2.50–3.24). This indicates a generally moderate baseline level of student participation and readiness before the introduction of the reward strategy.

Among the specific indicators, the lowest mean score was recorded for *Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase* (Showing Reaction to the Appearance of the Balloon in Class) with (M = 3.02, SD = 0.42), this score falls in the good range, but suggests that students demonstrated only a minimal personal drive or spontaneous reaction to classroom stimuli prior to the formalized reward system. Similarly, *Epekto sa Aktibong Pakikilahok ng Mag-aaral* (Effect on Student Active Participation) recorded a mean of (M = 3.00, SD = 0.40), also indicating a good baseline level, though this reflects areas where self-discipline and focus could be improved during activities. The highest mean was found in *Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo* (Various Points as a Reward for Every Balloon) with (M = 2.85, SD = 0.40). This finding, while still in the good category, suggests that even before the intervention, students lacked enthusiasm or consistent preparation for lessons, highlighting a need for more effective strategies.

These findings suggest that students were not sufficiently encouraged or motivated by the previous classroom structure, aligning with studies that emphasize the importance of fostering both intrinsic and extrinsic motivation to support active learning. Meaningful student engagement includes behavioral, emotional, and cognitive components, all of which appear underdeveloped in this context (Garcia et al., 2021). Similarly, Nguyen (2025) assert that students are more likely to engage when they experience autonomy, competence, and relatedness in the learning environment. The lack of engaging reinforcement strategies likely contributed to students' low confidence, passive behavior, and limited classroom involvement.

The findings from this table indicate that before the introduction of the pick and pop the balloon method, student engagement in the classroom was severely lacking. Students showed minimal active participation, poor behavior, and inadequate preparation for lessons. Their involvement in class activities lacked creativity and confidence, resulting in an overall "Very Poor" engagement level. These results confirms that while the existing classroom environment maintains a moderate baseline of student motivation and engagement, there is still a clear opportunity to implement targeted strategies, such as the reward-based system, to elevate participation and foster a highly engaging learning experience.

Table 1. Engagement of Students' Before the Implementation of Pick and Pop the Balloon on Checklist Engagement

Construct/Indicator	M	SD	Remarks
A. Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase	3.02	0.42	Good
B. Epekto sa Aktibong Pakikilahok ng Mag-aaral	3.00	0.40	Good
C. Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo	2.85	0.40	Good

Overall Engagement	2.95	0.41	Good
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Note. Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

### Engagement of Students’ After the Implementation of Pick and Pop the Balloon Checklist Engagement

Table 2 presents the level of student engagement subsequent to the implementation of the "Pick and Pop the Balloon" method, as derived from the checklist assessing various participatory indicators. The mean scores were interpreted using the following established scale: 3.25–4.00 as Very Good, 2.50–3.24 as Good, 1.75–2.49 as Poor, and 1.00–1.74 as Very Poor. The results demonstrate a substantial positive shift, as all measured engagement indicators yielded mean scores within the "Very Good" range, specifically ranging from 3.93 to 3.98. This finding conclusively indicates that a consistently high level of engagement was achieved and sustained among the student participants following the deployment of the intervention.

Pertaining to the individual constructs, *Iba’t Ibang Puntos bilang Gantimpala sa Bawat Lobo* recorded the lowest mean ( $M = 4.66$ ,  $SD = 0.40$ ), though it still falls under the “Very Good” category, indicating that students responded positively to the point-based reward system associated with each balloon. Despite being the lowest among the three indicators, the score suggests that the use of varied points as incentives was still effective in encouraging participation and sustaining interest. *Epekto sa Aktibong Pakikilahok ng Mag-aaral* followed closely with a mean of 4.67, This demonstrates a measurable enhancement in learners' active participation, sustained focus, and self-regulated classroom conduct subsequent to the intervention.

The highest mean was found in *Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase* ( $M = 4.72$ ,  $SD = 0.39$ ), suggesting that the balloon reveal itself served as a powerful visual and motivational trigger that immediately captured students’ attention and emotional engagement. This indicates that students found the activity stimulating and enjoyable, which likely contributed to increased enthusiasm and anticipation during lessons. The strong reaction to the presence of the balloon points to the effectiveness of using playful, game-based elements to engage learners emotionally and cognitively.

The results show that student engagement across all indicators improved dramatically following the implementation of Pick and Pop the Balloon, with all mean scores falling in the “Very Good” range. This reflects a well-rounded positive impact not only on behavior and participation but also on student motivation and classroom atmosphere. The sustained high ratings indicate that integrating interactive and reward-based strategies effectively addresses prior issues concerning low student engagement and passivity. The success of this method suggests that providing students with immediate, visible, and enjoyable reinforcement leads to a significant increase in their overall involvement. As such, Pick and Pop the Balloon can be considered a promising practice for increasing motivation, participation, and positive behavior among learners.

The results clearly show the importance of new, focused on learners’ instructional strategies approaches in classroom management and instruction. Overall, the high engagement scores across all indicators point to the success of Pick and Pop the Balloon as a participatory classroom strategy. The activity transformed the classroom into a more interactive, motivating, and student-centered environment. These findings imply that incorporating playful, reward-based interventions can have a strong impact on student behavior, making learning experiences more enjoyable and productive. As such, the strategy holds potential not only for improving classroom engagement but also for supporting broader goals in student development and academic performance.

Table 2. Engagement of Students’ After the Implementation of Pick and Pop the Balloon on Checklist Engagement

Construct/Indicator	M	SD	Remarks
D. Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase	4.72	0.39	Very Good
E. Epekto sa Aktibong Pakikilahok ng Mag-aaral	4.67	0.41	Very Good

F. Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo	4.66	0.40	Very Good
Overall Engagement	4.68	0.4	Very Good

Note. Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

### Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Pick and Pop the Balloon Based on Checklist Observation Results

Table 3 presents the results of the paired samples t-test used to determine the statistical significance of the change in learner engagement in Filipino lessons following the implementation of the "Pick and Pop the Balloon" method. The statistical analysis utilized the following probability scale:  $p < .001$  indicates a highly significant difference;  $p < .05$  indicates a significant difference; and  $p > .05$  indicates a non-significant difference. The results revealed that every measured engagement indicator, including the overall engagement score, yielded an observed p-value of 0.000. This finding confirms the existence of a highly statistically significant difference between the pre-intervention (baseline) engagement levels and the post-intervention levels. Therefore, the data conclusively supports that the "Pick and Pop the Balloon" intervention had a major, positive impact on student engagement in the Filipino subject.

The first indicator, *Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase*, recorded a T-value of -16.13 and a p-value of 0.000, denoting a highly significant difference before and after the activity was implemented. This suggests that the visual and sensory stimulus of the balloon, central to the *Pick and Pop the Balloon* strategy, effectively captured students' attention. Their reactions shifted from passive observation to active excitement, showing that the element of surprise and visual novelty had a strong motivational effect.

Likewise, *Epekto sa Aktibong Pakikilahok ng Mag-aaral* reflected a T-value of -16.10, also with a p-value of 0.000, reinforcing the idea that the intervention positively influenced students' active engagement. Before the strategy was introduced, learners displayed limited involvement, often showing reluctance to participate. After the implementation of the balloon-based activity, students showed increased confidence, improved discipline, and a greater willingness to engage in class tasks and discussions.

The third measured indicator, *Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo*, exhibited the highest magnitude of change, yielding a t-value of -16.46. This outcome, coupled with the highly significant p-value of 0.000, underscores the powerful and direct role of the point-based reward system in driving student motivation and behavioral change. The varying points assigned to each balloon added a gamified layer to participation, which made classroom activities feel more interactive and rewarding. This encouraged consistent participation, especially among learners who may not typically be motivated by traditional forms of feedback.

These findings underscore the strength of the Pick and Pop the Balloon strategy in addressing disengagement through an approach that is both fun and structured. By incorporating visual stimuli and a reward system, the intervention managed to transform the classroom environment into one that encourages active participation and emotional involvement. This shift not only improved engagement levels but also contributed to a more positive and energized classroom climate.

Statistically, the results demonstrate high reliability, as all indicators showed highly significant improvements. The consistent pattern of T-values and p-values confirms that the changes were not random or situational, but directly linked to the intervention itself. This affirms the effectiveness of using playful, student-centered methods to address behavioral and motivational challenges in classroom settings.

Furthermore, these outcomes have practical implications for classroom management and lesson delivery. The data suggest that integrating elements of gamification—such as points, visual engagement, and immediate rewards—can significantly enhance learning experiences. Especially in subjects that may otherwise struggle to sustain student interest, strategies like *Pick and Pop the Balloon* can offer a refreshing and effective alternative to conventional instruction. The *Pick and Pop the Balloon* strategy has proven to be a highly impactful intervention based on the observed significant differences in learner performance and engagement. It

successfully addressed previous issues of student passivity by fostering enthusiasm, focus, and active participation. The statistical strength of the findings supports its potential as a replicable and scalable model for improving student engagement not only in Filipino lessons but across a variety of learning contexts.

Table 3. Significant Difference in Learners' Performance in Filipino Lessons Before and After the Implementation of Pick and Pop the Balloon Method on Checklist Observation Results

Engagement	T-value	P-value	Remarks
Pre- Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase	-16.13	0.000	Highly Significant
Post- Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase			
Pre- Epekto sa Aktibong Pakikilahok ng Mag-aaral	-16.10	0.000	Highly Significant
Post- Epekto sa Aktibong Pakikilahok ng Mag-aaral			
Pre- Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo	-16.46	0.000	Highly Significant
Post- Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo			

Note. Probability value scale:  $**p < .001$  (Highly Significant);  $**p < 0.05$  (Significant);  $p > 0.05$  (Not significant)

## SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary of the Study

This investigation was undertaken to assess the efficacy of the "Pick and Pop the Balloon" method as an intervention strategy for enhancing learner engagement in Filipino lessons among 30 Grade 8 students. The study was conducted during the academic year 2024–2025 at a private secondary school in Ozamiz City. The research employed a classroom-based action research design, utilizing purposive sampling to select participants. Data collection relied on a researcher-developed engagement checklist, and statistical analysis was performed by computing the mean, standard deviation, and paired samples t-test to determine significant difference. Specifically, the objectives of the study were to: (1) To determine the baseline level of learner engagement in Filipino lessons prior to the deployment of the "Pick and Pop the Balloon" method, as measured by the engagement checklist; (2) To determine the post-intervention level of learner engagement in Filipino lessons following the deployment of the "Pick and Pop the Balloon" method, as measured by the engagement checklist; (3) To ascertain if there is a statistically significant difference in learner engagement in Filipino lessons between the pre- and post-intervention measurements.

### Findings

The following were the key findings of the study:

1. Before the implementation of the Pick and Pop the Balloon method, learners demonstrated moderate baseline level of engagement based on checklist assessments. The overall baseline mean indicated a moderate level of engagement, suggesting room for significant improvement, and checklist results showed very poor performance in indicators such as active participation, preparedness, creativity, and motivation. These findings reflect a lack of involvement and enthusiasm in Filipino lessons, highlighting the need for a more engaging and structured approach.
2. After the implementation of the Pick and Pop the Balloon method, there was a marked improvement in student engagement based on the same checklist indicators. All constructs were rated in the "Very Good" category, suggesting that the intervention successfully encouraged more active participation, positive reactions,

and consistent motivation among students. The use of visual cues and rewards in the form of balloons and point values made the classroom more dynamic and responsive to student needs.

3. The analysis of the checklist data conclusively demonstrated a statistically significant difference in learner engagement between the pre-intervention and post-intervention measurements. All three measured engagement indicators, specifically the reaction to the balloon stimulus, the effect on active participation, and the response to the point-based rewards, showed highly significant improvements, with p-values 0.000. This confirms that Pick and Pop the Balloon had a strong and meaningful impact on learner behavior, making it an effective strategy for enhancing learner engagement in the Filipino subject.

## Conclusion

Based on the findings, the following conclusions are drawn:

1. The results indicate that prior to the introduction of the "Pick and Pop the Balloon" strategy, students demonstrated a moderate baseline level of classroom engagement ( $M = 2.95$ ), falling within the "Good" interpretive range. While students maintained acceptable participation levels, the scores across engagement indicators such as motivation, preparedness, and spontaneous creativity suggested limited intrinsic drive. This confirmed that the existing pedagogical methods were insufficient to fully stimulate high levels of student interest and active, sustained involvement in the Filipino subject.

2. After the implementation of the Pick and Pop the Balloon strategy, there was a marked transformation in student behavior and engagement. Learners became more responsive, motivated, and involved in classroom activities. They showed increased enthusiasm when the balloon appeared, participated more actively during discussions, and responded positively to the point-based reward system. These improvements reflect the success of using gamified, reward base approaches to make learning more interactive and student-centered.

3. The statistical comparison between the pre-intervention and post-intervention engagement scores demonstrates a substantial improvement in learner involvement and general classroom conduct. This confirms that the Pick and Pop the Balloon strategy is an effective instructional tool. Its integration of visual stimuli, immediate feedback, and positive reinforcement not only enhanced student motivation but also created a more engaging and dynamic learning environment that can be beneficial for use in other subject areas as well.

## Recommendation

Based on the finding and conclusions, it is recommended that:

1. For educators, instructors are encouraged to integrate incentive-based methodologies, such as the "Pick and Pop the Balloon" strategy, into their teaching practice. This will serve to cultivate sustained learner involvement, reinforce positive classroom conduct, and enhance academic enthusiasm among students.

2. For school leadership, school administrators should sponsor professional development workshops for faculty focusing on gamified and motivation-driven pedagogical techniques. This ensures the systematic and efficacious application of these strategies throughout the curriculum.

3. For the institution, educational institutions ought to establish routine student acknowledgment programs, such as merit badges, performance certificates, or weekly student honors, to solidify beneficial conduct and celebrate learning successes.

4. For guidance personnel, school counselors should collaborate with teaching staff by observing and addressing the emotional and behavioral effects of extrinsic motivational structures on students, maintaining a healthy equilibrium between external reinforcement and internal drive.

5. For future researchers, it is recommended to expand the quantitative study to explore not only students' challenges related to learning Filipino through gamified methods but also the socio-economic factors and other

personal aspects that directly impact their academic performance and active participation in gamified learning environments.

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## APPENDIX A

### Learner’s Engagement Checklist

**Panuto:** Basahing mabuti ang bawat aytem at piliin ang hanay na tumutugma sa iyong sagot sa pamamagitan ng pag-tsek (/) sa kahon. Mananatiling pribado ang iyong mga tugon at huwag balewalain ang anumang mga tanong o komento. Mangyaring ipahiwatig batay sa sumusunod na sukat:

5 – Palagi | 4 – Madalas | 3 – Minsan | 2 – Bihira | 1 – Hindi Kailangan

Tagapahiwatig	5	4	3	2	1
<b>A. Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase</b>					
1. Nakakaaliw makita ang mga lobo sa klase bilang bahagi ng aralin.					
2. Ang presensya ng mga lobo ay nagpaparamdam ng kasiyahan at kagustuhang makilahok sa aktibidad.					
3. Ang mga lobo ay nagbibigay ng kakaibang karanasan sa loob ng silid-aralan na nakakatulong sa pagkatuto.					
4. Naging mas interesado ang mag-aaral sa talakayan dahil sa paggamit ng lobo sa aktibidad.					
5. Mas nagiging masigla at alerto ang mag-aaral sa klase kapag may mga lobo sa paligid.					
<b>B. Epekto sa Aktibong Pakikilahok ng Mag-aaral</b>					
1. Sa pamamagitan ng “ <i>Pick and Pop the Balloon</i> ,” mas nagkaroon ang mag-aaral ng lakas ng loob na magsalita sa klase.					
2. Ang pagpili ng lobo ay nagiging dahilan upang maging mas aktibo ang mag-aaral sa talakayan.					
3. Mas naging madali para sa mag-aaral ang makipag-ugnayan sa mga kaklase dahil sa larong ito.					
4. Sa tuwing isinasagawa ang “ <i>Pick and Pop the Balloon</i> ,” mas napapalalim ang					

pag-unawa sa aralin dahil ang mag-aaral ay aktibong nakikilahok.					
5. Ang aktibidad ay naging dahilan na mas makinig at makisali upang magkaroon ng pagkakataong makapili ng lobo.					
<b>C. Iba't Ibang Puntos bilang Gantimpala sa Bawat Lobo</b>					
1. Mas nagkakaroon ng motibasyon ang mga mag-aaral sa pag-aaral ng Filipino dahil sa gantimpala at puntos na ibinibigay ng guro.					
2. Mas nagsusumikap ang mag-aaral na mag-isip ng tamang sagot dahil may gantimpalang puntos ang bawat lobo.					
3. Nakakatulong ang gantimpalang puntos sa bawat lobo upang mapanatili ang <i>focus</i> at konsentrasyon sa aralin.					
4. Mas nakakapag- <i>focus</i> ang mag-aaral sa klase kapag may pagkakataong makakuha ng mas mataas na puntos mula sa lobo.					
5. Ang mga puntos mula sa napiling lobo ay nakatutulong upang mapabuti ang self-esteem at kumpiyansa ng mag-aaral sa klase.					

## Appendix C

### INFORMED CONSENT

(Parents)

#### PARENTAL CONSENT

Greetings!

We, student researchers of [REDACTED] under the program of [REDACTED] is hereby asking for your permission for your child/children ages 2 to 12 to participate in our study.

This aims to determine the incidence and factors influencing intestinal parasitism among children ages 2 to 12. As part of this study, the participants will be requested to give a stool sample and perianal collection of specimen for scotch tape technique for the detection of parasites. These procedures will help your child/children in early detection of parasitic infection, thus preventing its progression for any complications.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

[REDACTED]  
Researcher

[REDACTED]  
Researcher

Noted:

[REDACTED]

[REDACTED]

#### ACKNOWLEDGEMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: \_\_\_\_\_  
Contact no.: \_\_\_\_\_

Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

Approved:  
Name: \_\_\_\_\_  
Ethics Review Board Chair  
Contact no.: \_\_\_\_\_

## Assent Form

(Learners)

### KAPAHINTULUTAN NG MAGULANG

Magandang araw po!

Kami po na mag-aaral ng [REDACTED] sa kursong [REDACTED] ay narito upang humingi ng kapahintulutan na ang inyong anak/mga anak na may edad 2 hangang 12 ay mapabilang sa aming pagsasaliksik

Ito po ay naglalayong malaman o matiyak ang insidente at mga salik (factors) na maaaring nakaiimpluwensya sa pagkakaroon ng impeksyon ng parasitiko (bulate) sa mga batang may edad na 2 hangang 12. Bilang bahagi ng pag-aaral, ang inyo pong anak/mga anak ay aming susuriin sa pamamagitan ng scotch tape method at magbibigay ng dumii upang malaman kung sila ay positibo o negatibo sa parasitiko. Ang mga hakbang na ito ay makakatulong upang maagang matukoy kung ang inyo pong anak ay may parasitiko.

Ang inyo pong partisipasyon ay isang malaking tulong sa pagsasagawa n gaming pagaaral..

Maraming salamat po!

Gumagalang,

[REDACTED]  
Tagapagsaliksik

[REDACTED]  
Tagapagsaliksik

Noted:

[REDACTED]

[REDACTED]

### ACKNOWLEDGEMENT

Nabasa ko ang consent na ito at nagbibigay ng kapahintulutan upang ang aking anak/mga nak ay magkaroon ng partisipasyon sa pag-aaral..

Pangalan ng magulang : \_\_\_\_\_  
Contact no.: \_\_\_\_\_

Petsa: \_\_\_\_\_  
Lagda: \_\_\_\_\_

Approved:  
Name: \_\_\_\_\_  
Ethics Review Board Chair  
Contact no.: \_\_\_\_\_

## Appendix E

### Statistical Computation

#### Descriptive Statistics: PRE A, PRE B, PRE C

Variable	Mean	StDev
PRE A	3.0200	0.4213
PRE B	3.0000	0.4068
PRE C	2.8533	0.4066

---

**Descriptive Statistics: POST A, POST B, POST C**

Variable	Mean	StDev
POST A	4.7200	0.3916
POST B	4.6733	0.4185
POST C	4.6667	0.4046

**Paired T-Test and CI: PRE A, POST A**

Paired T for PRE A - POST A

N	Mean	StDev	SE Mean	
PRE A	30	3.0200	0.4213	0.0769
POST A	30	4.7200	0.3916	0.0715
Difference	30	-1.700	0.577	0.105

95% CI for mean difference: (-1.916, -1.484)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -16.13 P-Value = 0.000**Paired T-Test and CI: PRE B, POST B**

Paired T for PRE B - POST B

N	Mean	StDev	SE Mean	
PRE B	30	3.0000	0.4068	0.0743
POST B	30	4.6733	0.4185	0.0764
Difference	30	-1.673	0.569	0.104

95% CI for mean difference: (-1.886, -1.461)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -16.10 P-Value = 0.000**Paired T-Test and CI: PRE C, POST C**

Paired T for PRE C - POST C

N	Mean	StDev	SE Mean	
PRE C	30	2.8533	0.4066	0.0742
POST C	30	4.6667	0.4046	0.0739
Difference	30	-1.813	0.603	0.110

95% CI for mean difference: (-2.039, -1.588)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -16.46 P-Value = 0.000

## Paired T-Test and CI: PRE OVERALL, POST OVERALL

Paired T for PRE OVERALL - POST OVERALL

N Mean StDev SE Mean

PRE OVERALL 30 2.9639 0.3089 0.0564

POST OVERALL 30 4.6867 0.3723 0.0680

Difference 30 -1.7227 0.4838 0.0883

95% CI for mean difference: (-1.9034, -1.5421)

T-Test of mean difference = 0 (vs  $\neq$  0): T-Value = -19.51 P-Value = 0.000

## Appendix F

### Documentations



### ACTION RESEARCH CONDUCTION EVIDENCES



Students actively participating through the Pick and Pop the Balloon Method. Making Filipino lessons fun, interactive, and rewarding for all learners!



**Contact Us**

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MU College of Education



## **Curriculum Vitae**

### **Personal Data**

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Date of Birth : December 23, 2002  
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Address : Proto Engracia Street, Misamis Annex Ozamiz City, Misamis Occidental, 7200  
Status : Single  
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Religion : Catholic  
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Tertiary: Bachelor of Science in Secondary Education Major in Filipino Misamis University H.T. Feliciano St., Ozamiz City, Misamis Occidental

Senior High School : General Academic Strand Misamis University H.T. Feliciano St., Ozamiz City, Misamis Occidental 2020-2021

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