

Perception of Students in Learning English through Modular Distance Delivery in Mayamot National High School

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ABSTRACT

This study aimed to determine the perception of students in learning English through modular distance delivery modality (print). Moreover, this research tried to describe the experiences, level of understanding and satisfaction rate about learning English in this new set up in education.

Therefore, adjustments such as alignment of learning materials and deployment of multiple learning delivery modalities can be planned and expected to be executed as stipulated in DepEd Order number 18 series 2020 also known as Policy Guidelines for the Provision of Learning Resources Implementation of the Basic Education Learning Continuity Plan.

The study was participated by the Junior high school students. Stratified random technique was used to assure the representation of each grade level and section. Also, in this study, a questionnaire will be used to gather the information from the identified participants and the data were interpreted through descriptive Statistics for data analysis.

Consequently, a tailored learning strategy for students and a modified teaching technique in English through modular distance delivery was framed based on the results of the study. Focus Group Discussion for teachers and parents and students consultation are best avenues for the dissemination of the results thereafter.

Keywords: Continuous Improvement Project, Modular Distance Delivery Modality, SLMs, ILPR, Student's Query Sheet, Learning Facilitators

INTRODUCTION AND BACKGROUND

The goal of the teacher is to promote every student from a certain level to a higher one, making sure that the student is equipped with the expected skill. However, for some circumstances a learner failed to acquire skills needed which cause him/her to fail the subject.

Adding to this challenge is the current modular distance delivery mode used by the students in learning. Prior to the pandemic, Mayamot National High School accounted a massive population of students endorsed for intervention class in summer for English subject alone. It implies that students in a regular school set up showed difficulty in mastering learning competencies in English. Moreover, students are anticipated to struggle in acquiring expected language skills through this new learning modality.

In the survey conducted by the school to parents and students prior to opening of classes, 60% of the respondents have voted for a modular distance delivery. Therefore the school has decided to implement Modular Distance Delivery in School Year 2020-2021. Modular Distance learning involves individualized instruction that allows learners to use self-learning modules in print. By doing that, students continue to learn while staying at home. This is in adherence to DepEd Order number 12 series 2020 or the Adoption of the Basic Education Learning Continuity Plan for school year 2020-2021 in light with the COVID-19 Public Health Emergency.

As the school assure the safety of the students during this pandemic, DePEd also ensures continuous leaning through K-12 curriculum. Adjustments such as alignment of learning materials and deployment of multiple learning delivery modalities are planned and expected to be executed as stipulated in DepEd Order number 18 series 2020 also known as Policy Guidelines for the Provision of Learning Resources Implementation of the Basic Education Learning Continuity Plan.

In order to adjust to the demands of these above-mentioned changes in education, DepEd modified the curriculum by adjusting the competencies through the Most Essential Learning Competencies (MELCs). These are the skills and competencies necessary to develop learners' practical life-long skills for learning amidst a crises. Consequently, competencies can be acquired at an adjusted period of time as well.

In ensuring learning should take place at home, self-learning modules will be used. It is defined as self-instructional, self-paced and interactive learning resources for public schools. Indeed, it is child- friendly. Furthermore, Weekly-Home-Learning Plan, Individual Learner's Progress Report and Query Sheet alongside with Self-Learning Modules will be utilized to make sure the students' learning.

Meanwhile, the presence of teacher became subject of speculations lately. But DepEd remains clear that still teachers take responsibility of monitoring the progress of the learners like the previous practice with or without pandemic. As situation needed, other forms of communication are expected to be done. For instance, assistance may be given through email, telephone, text messages and other online platforms. Home visitation for remediation is also encouraged necessarily. Any member of the family or stakeholders in the community needs to serve as para-teachers or learning facilitators as well.

The plan for learning continuity appears to be strategically crafted. But, its success can only be demonstrated by the learners themselves. And, this gave birth to CI Project MoDULE or Modular Distance Delivery in Learning and Understanding English. On the process of the said project, this CI-Research was conducted. Specifically, this action research aimed to determine the students' perception in learning English through modular distance delivery.

ACTION RESEARCH QUESTIONS

This study aimed to determine the perception of students in learning English through modular distance delivery mode. Moreover, this research tried to describe the experiences, level of understanding and satisfaction rate about learning English in this new set up in education.

Specifically it aimed to answer the following questions:

- What is the students' level of understanding in learning English through modular distance delivery on the following learning guides
 - a. Weekly Home Learning Plan
 - b. Query Sheet

- c. Individual Learner’s Progress Report
- d. Printed Self-Learning Modules?

- What is the students’ satisfaction rate in learning English through modular distance delivery on the following learning resources

- a. Teacher’s Role
- b. Learning Facilitator’s Assistance
- c. Self-learning Module used?

- What course of action can be done with the identified understanding level and satisfaction rate in learning English through modular distance delivery?

ACTION RESEARCH METHODS

- **Parts and/or Other Sources of Data and Information**

The study was participated by the Junior high school students. Stratified random technique was used to assure the representation of each grade level. The entire junior high school students was divided into four sub-groups or strata (grade levels) which each group shares the same lesson and level of difficulty in learning English (Hayes, 2020). Slovin’s Formula was also used to determine the accurate number of respondents. $(N/1+Ne^2)$

Grade/Level	Population	PERCENTAGE	SECTIONS	PER SECTION	Sample
7	965	23%	22	4	84
8	1024	25%	22	4	91
9	1143	28%	20	5	102
10	978	24%	20	4	87
TOTAL	4110	100%	84	21	364

- **Data Gathering Methods**

In this study, a questionnaire was used to gather the information from the identified participants. It is an instrument that consists of a set of questions to collect from the respondents according to Bhat (2020).

To ensure safety as the situation requires, questionnaire was translated into google form. For students who cannot access the survey on line, assigned English teacher communicated with students via, call, text, or students’ query sheet necessarily.

The said questionnaire was divided into three parts. The first part is about the students profile, the second and third part will focus on students’ level of understanding and level of satisfaction of learning in the modular distance delivery consequently

- **Data Analysis**

In this study, the researchers used descriptive Statistics for data analysis. Bhandari; Trochim (2020) explained that descriptive Statistics is used in describing and summarizing the features of the accumulated data. The measure of central tendency, specifically the Mean, will be utilized to compute the averages of the data set.

In measuring the students' level of understanding in learning English through modular distance delivery, the frequency scale that the researchers used in interpreting the mean is shown below.

Scale	Range	Verbal Interpretation
5	96%+	Advanced
4	90%-95%	Mastery
3	80%-89%	Proficient
2	70-79%	Basic
1	69-Below	Below Basic

On the other hand, to measure the students' satisfaction rate in learning English through modular distance delivery, the frequency scale that the researchers will use in interpreting the mean is shown below.

Scale	Range	Verbal Interpretation
4	3.25-4.00	Extremely Satisfied
3	2.50-3.24	Satisfied
2	1.75-2.49	Partly Satisfied
1	1.00-1.74	Unsatisfied

DISCUSSION OF RESULTS AND REFLECTION

Table 1: Students' Level of Understanding in Learning English through Modular Distance Delivery Modality

Junior HS Students	Weekly Home Learning Plan	Student's Query Sheet	Individual learner's Progress Report	Printed Self-Learning Module
GRADE 7 (Mean and Verbal Interpretation)	3.48 Proficient	3.27 Proficient	3.35 Proficient	3.51 Mastery
GRADE 8 (Mean and Verbal Interpretation)	3.49 Mastery	3.27 Proficient	3.29 Proficient	3.34 Proficient
GRADE 9 (Mean and Verbal Interpretation)	3.45 Proficient	3.20 Proficient	3.29 Proficient	3.21 Proficient
GRADE 10 (Mean and Verbal Interpretation)	3.45 Proficient	3.22 Proficient	3.26 Proficient	3.23 Proficient

TOTAL	<u>3.47 Proficient</u>	<u>3.24 Proficient</u>	<u>3.30 Proficient</u>	<u>3.32 Proficient</u>
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The table shows that Junior high school students showed proficiency in understanding the provided learning guides or materials. Students have a rating of 3.47 or proficient in understanding Weekly Home Learning Plan. As a matter of fact it showed the highest mean score in terms of students level of understanding. Also, grade 8 students demonstrated mastery in understanding the Weekly Home Learning Plan.

On the other hand, students showed a rating of 3.24 or proficient in understanding the Student’s Query Sheet and it also garnered the least rating in terms of students’ level of understanding compared to the three other learning guides or materials.

Meanwhile, students showed a rating of 3.30 or proficient in understanding the use of Individual Learner’s Progress Report. Lastly, Printed Self-Learning module garnered a rating of 3.32 or proficient in terms of students understanding. Also, grade 7 students demonstrated mastery in understand the SLMs and ranked second to the overall rating of learning guides or materials.

It can be gleaned from the results that despite the initial introduction of this learning modality, Junior High School students showed proficiency in terms of understanding the provided learning guides or materials. Although the goal of the curriculum is mastery of the skills for students, proficiency level the students are now demonstrating is already commendable for they find ways also to survive and continue learning amidst pandemic and under this challenging situation called the new normal in education.

Table 2: Students’ Satisfaction Rate in Learning English through Modular Distance Delivery on the Learning Resources

	Teacher’s Role	Learning Facilitator’s Assistance	Self-learning Module Used
Junior HS Students			
GRADE 7 (Mean and Verbal Interpretation)	3.25 Extremely Satisfied	2.62 Satisfied	2.88 Satisfied
GRADE 8 (Mean and Verbal Interpretation)	3.24 Satisfied	2.92 Satisfied	2.89 Satisfied
GRADE 9 (Mean and Verbal Interpretation)	3.25 Extremely Satisfied	2.89 Satisfied	2.87 Satisfied
GRADE 10 (Mean and Verbal Interpretation)	3.24 Satisfied	2.90 Satisfied	2.87 Satisfied

TOTAL	3.24 Satisfied	2.83 Satisfied	2.86 Satisfied
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The table shows the satisfaction rating of students on the learning resources they rely on to continue learning amidst pandemic. Clearly the table projects that junior high school students are satisfied of the three identified learning resources. When it comes to the teachers’ role, students have a rating of 3.24 or satisfied to the assistance their teachers provide. As a matter of fact grade 7 and grade 8 students are extremely satisfied of the teachers’ role in education under the modular distance learning delivery modality.

Students are also satisfied with a rating of 2.83 on the assistance from their learning facilitators at home. Among the three, however, the role of learning facilitators garnered the least satisfaction rate.

On the other hand, students rated the self-learning module used with 2.86 or satisfied rating. Much more, the data showed that students in all levels have almost the same satisfaction rate on the self-learning modules.

It can be justified from the two tables presented that Junior high school students showed positive response in both understanding and satisfaction when it comes to the teaching and learning in the modular distance delivery modality.

However, teachers are still encouraged to develop ways of targeting the highest possible rating in both the students’ level of understanding on the provided learning guides or materials and the learning resources they need.

Recalibrating students with the uses of Student’s Query Sheet, Individual Learner’s Progress Report, constant follow up and monitoring on their understanding of the weekly Home Learning Plan and most especially of the Self-learning Module may lead to their mastery of those learning guide and improving their learning experience and acquisition in general.

Meanwhile, the constant communication with the learning facilitators together with the subject teachers would be of great help in empowering parents and other facilitators at home about the importance of their roles in their children’s education. That reinforcement of learning would be very much needed in order to monitor the learners’ progress and sustain their interest on learning.

RECOMMENDATIONS

After the conduct of the study, the researchers plan to spearhead an FGD session to the English teachers via Google Meet or Zoom and a consultation activity with parents and students for result dissemination. Also, the second wave of the study continues as the researcher plan to introduce a learning strategy and teaching technique applicable for modular-distance delivery.

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