LPE: A Tool to Increase the Level of Mastery in Learning Elements of a Short Story Among Grade 8 Students

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Abstract — This action research using a quasi-experimental design, investigated the effect of the teacher-made and quality assured intervention material Learning Packet in English in increasing the mastery level of the subjects in learning the elements of a short story. 30 Grade 8 students from Cauayan City National High School-Main (each having 15 students per group) were the subjects of the study. The researchers established equivalent standing in the pretest mean scores of both groups. After the implementation of the intervention in the experimental group and the post-test in both groups, the results showed that the post-test mean scores of the experimental group is higher compared to the control group. Further, there is a significant difference in the posttest mean scores of the experimental group and control group. Moreover, the intervention LPE has a large effect on the post-test mean scores of the experimental group. It is therefore concluded that the intervention was effective and thus recommended to be utilized by other teachers teaching the same grade level and subject.

Keywords — Learning Packet in English, Action Research

I. Introduction

Reading and appreciating literature help children to develop other macro skills in language which are vital in effective communication around the world.

Reading is interconnected with other important language skills such as grammatical competence, and other macro skills (Sarasua, 2021). Further, reading different types of texts enables a learner to have a wide range of understanding in multidimensional ways (Sarasua, 2021).

It is crucial for kids' success to have access to a wide range of literature. Students' enthusiasm and passion for reading should be fostered by educators, parents, and community members. (Crippen, 2012). The importance of literature for young people is highlighted by Donna

Norton (2010) in her book Through the Eyes of a Child, despite the fact that there are innumerable benefits to introducing children to literature.

The first benefit to be noted is that literature gives pupils the chance to analyze literature and form their own opinions on the subject. This improves the cognitive developmental domain by promoting more in-depth literary analysis. The reader is not given all the information they require by good fiction; some room is left for disagreement. Depending on the two readers' individual viewpoints and experiences, one reader may derive something entirely different meaning from the work of literature than the other. In addition to summarizing and forming hypotheses about the subject, students can learn to evaluate and analyze literary works.

The second benefit of literature is that it gives students a way to learn about both their own and other cultures. These principles must be instilled in children from an early age because "developing favorable attitudes about our own culture and the cultures of others is vital for both social and personal growth" (Norton, 2010).

The third benefit of reading is that it fosters emotional intelligence in pupils. The growth of the soul can be influenced by stories. The literature is full of pivotal times when moral choices are made by characters, and they reflect on why they made them. This is a crucial skill for students to see as a model.

Literature is valuable because it promotes social and psychological growth. Literature can aid students in becoming kind, wise, and sociable adults since they are impressionable when they are still young. According to developmental psychologist Jean Piaget, students grow less egocentric as they advance from the pre-operational to the operational stage of cognitive development. Students in preschool and kindergarten might just be interested in themselves, but as they get older, they start to consider the thoughts and feelings of others.

Self-directed learning activity packets provide students with an opportunity to develop their self-esteem and an increased level of achievement in the content area. This technique allows students to work through the material in a systematic, efficient, and timely manner.

The COVID-19 pandemic has made a lot of changes, especially in the Philippine educational landscape. This made it possible for Cauayan City National High School-Main to transition the mode of delivery from Face-to-Face instruction to a blended distance learning modality, where students stay at home and learn virtually with the guide of Self-Learning Materials (SLMs), television and radio-based instruction, and online learning.

Still, despite the change in the teaching and learning process, teachers are doing their best to elevate the quality of learning. One of the steps that the teachers are doing is providing intervention materials to the observed and listed least-mastered competencies in every quarter.

On the basis of the least-mastered competencies report, elements of a short story are one of the least-mastered competencies in English 8 for the 3rd quarter which has a percentage of 59 and 57 for two years (2019 & 2020) respectively, qualitatively described as least-mastered. This is a recurring problem for 2 years now. This becomes the major basis on why the researchers are conducting action research about increasing the mastery in learning the elements of a short story of Grade 8 students of Cauayan City National High School-Main for School Year 2020-2021.

Since the problem is centered on the least-mastered competency, the researchers tried to address the problem by providing the material that is supplementary to the main resources provided for the students in the blended distance learning modality. Hence, it was through a learning packet on elements of a short story.

II. Methodology

The study employed a quantitative research approach. Through this, quasi-experimental design specifically the pretest-posttest control group design was utilized. This design, according to (Faltado, Bombita, Boholano, & Pogoy, 2016) requires two groups of equivalent standing in terms of criterion measure e.g. achievement or mental ability. Since the sections were on the same grade level, it is sufficient that the said design is appropriate to the action research project. Further, the researchers chose subjects from the control group with the same pretest scores as the subjects from the experimental group.

This design allowed the researcher to compare pretest and post-test results between the two groups, giving them an idea of the overall effectiveness of the intervention or treatment. The researcher can investigate how both groups changed from pretest to posttest, and whether one, both or neither improved over time. If the control group also showed a significant improvement, then the researcher can attempt to uncover the reasons behind this (Sarasua, 2018).

The study was conducted at Cauayan City National High School Main during the 3rd and quarter of the school year 2020-2021. Grade 8 students of CCNHS were the subjects of the study. 2 sections from the Grade 8 constituted the control group and experimental group respectively. The 2 sections were chosen because one of the researchers handles the sections. Subjects were chosen by the results of their pretest scores. Students (below-passing score) from the control group with the same pretest scores as those of the experimental group will be chosen as the subjects of the study as to harmonize both groups.

The toss coin method was used to determine the control group and the experimental group. The control group underwent the usual method of presenting the lessons amid the new normal using the different learning modalities indicated in blended distance learning while the experimental group included the tool LPE (Learning Packet in English) in their lessons.

To provide for the consistency of the data to be gathered, the following stages in the data gathering procedure were taken into consideration.

1. Pre-experimental Stage

The administration of the PAPTV pretest (Pretest on the Mastery in Learning Elements of a Short Story for Grade 8) was done to collect the raw data for the experimental and control group. The raw data were the bases for identifying the members of the group of subjects with their equivalent standing. The pretest underwent face and content validation processes to ensure its validity through an expert panel review team which includes the English department head, assistant school principal for academics, and the school principal. Further, it was also validated at the division level through the LRMDS where Ma'am Cherry Grace Amin is the Education Program Supervisor.

Further, orientation was done virtually to provide parents and learners with the idea and concept of the said research endeavor. A letter of consent was sent to parents since the subjects of the study are minors. The administration of the pretest was done through Google Forms to maintain and follow safety and health protocols mandated by the IATF.

2. Experimental Stage

In this stage, three weeks were allotted for the researchers to execute and utilize the intervention to the experimental group, while at the same time, the control group underwent regular teaching and learning sessions. Hard copies of the learning packets were distributed at the same moment as SLM distribution to the experimental group. Hard copies were chosen since not all students from grade 8 and from the selected subjects of the study have the capacity to have an internet connection. However, soft copies were still available and will still be sent if needed.

3. Post-experimental Stage

The implementation of the LPE was immediately followed by the post-test administration to both groups. To ensure the validity of results compared to the pre-test, a paralleled set of test questions was made for the post-test. This test underwent validation procedures the same thing as the pre-test. The posttest was administered through Google Forms. All the possible actions and processes formed part in the orientation program for the said research endeavor.

III. Results and Discussion

1. What are the pretest and posttest mean scores of the control group and experimental group before and after the implementation of the intervention LPE?

Descriptive Statistics				
	GROUP	Mean	Std. Deviation	N
PRETEST	CONTROL	49.3327	19.96729	15
	EXPERIMENTAL	49.3327	19.96729	15
	Total	49.3327	19.62001	30
POSTTEST	CONTROL	54.6673	17.67533	15
	EXPERIMENTAL	80.0013	12.34465	15
	Total	67.3343	19.75793	30

Table 1. Pretest and Posttest Mean Scores of the Control and Experimental Group

The table below shows the descriptive statistics of the control group and experimental group using their mean scores, standard deviation, and N for the pretest and posttest.

It can be gleaned from the results above that equivalent mean scores were established in the pretest while the posttest mean scores of both groups are different, where the experimental group scored higher compared to the control group.

2. Is there a significant difference in the pretest and posttest mean scores of the control group and experimental group after the implementation of the intervention LPE?

Independent Samples Test of Control Group's and Experimental Group's Pretest and Posttest										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PRETEST	Equal variances assumed	.000	1.000	.000	28	1.000	.00000	7.29102	-14.934	14.93499
	Equal variances not assumed			.000	28.000	1.000	.00000	7.29102	-14.934	14.93499
POSTTEST	Equal variances assumed	3.231	.083	-4.551	28	.000	-25.33400	5.56661	-36.736	-13.93131
	Equal variances not assumed			-4.551	25.033	.000	-25.33400	5.56661	-36.797	-13.87011

Table 2. Independent Samples Test of Control Group's and Experimental Group's Pretest and Posttest

The table below shows the independent samples t-test results for the pretest and post-test mean scores of the control and experimental group.

It can be gleaned from the result above that there is no significant difference in the pretest mean scores of the control group (M=49.33, SD=19.96) and pretest mean scores of the experimental group (M=49.33, SD=19.96); t (28) = .000, p= 1.00.

On the other hand, it can be gleaned from the result above that there is a significant difference in the posttest mean scores of the control group (M=54.67, SD=17.68) and the posttest mean scores of the experimental group (M=80.00, SD=12.34); t (28) =4.55, p=.000.

The p-value with a significance level lower than 0.005 led to the rejection of the null hypothesis. Hence, it can be noted that despite the insignificance of the pretest of both groups (since the equivalent standing was established), the posttest of the two groups is different. Using their post-test scores and the result of the independent samples t-test, the experimental group significantly scored higher compared to the post-test score of the control group.

Paired Samples Test of the Pretest and Posttest Mean Scores of Control and Experimental Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST_CONTROLGROUP - POSTTEST_CONTROLGROUP	-5.33467	9.82517	2.53685	-10.77566	.10633	-2.10314		.054
Pair 2	PRETEST_EXPERIMENTALGROUP - POSTTEST_EXPERIMENTALGROUP	-30.66867	15.69578	4.05263	-39.36070	-21.97663	-7.56814		.000

Table 3. Paired Samples Test of the Pretest and Posttest Mean Scores of Control and Experimental Group

The table below shows the paired samples t-test results for the pretest and posttest mean scores of the control group and the results of the pretest and posttest mean scores of the experimental group.

It can be gleaned from the result above that there is no significant difference in the pretest mean scores of the control group (M=49.33, SD=19.96) and posttest mean scores of the control group (M=54.67, SD=17.68); t (14) = .2.103, p= .054.

On the other hand, it can be gleaned from the result above that there is a significant difference in the posttest mean scores of the control group (M=49.33, SD=19.96) and the posttest mean scores of the experimental group (M=80.00, SD=12.34); t (14) =7.57, p=.000.

The p-value of the control group's pretest and post-test mean scores when treated using the paired samples t-test resulted in a significance level higher than 0.005 which led to the acceptance of the null hypothesis. Hence, it can be noted that despite a slight increase in the posttest scores of the control group compared to its pretest scores, it is statistically not significant.

On the other hand, the p-value of the experimental group's pretest and post-test mean scores when treated using the paired samples t-test resulted in a significance level lower than .005 which led to the rejection of the null hypothesis. Hence, it can be noted that the increase of the scores in the post-test under the experimental group is statistically significant.

3. Effect Size

	EFFECT SIZE	VERBAL DESCRIPTION
Cohen's D	1.661461	Large Effect
Glass's delta	1.432692	Large Effect
Hedge's g	1.661461	Large Effect

Table 4. Effect Size of the Intervention on the Dependent Variable

The table below shows the magnitude of the effect the intervention has on the academic performance in learning the elements of a short story among Grade 8 students of CCNHS-Main. It can be gleaned from the table below that the magnitude of the effect of the intervention on the dependent variable is described as a "Large Effect" (Cohen, 1988). This means that using the Learning Packet in English has a large effect on the increased academic performance in learning the elements of a short story of the experimental group.

IV. Conclusion

After the analysis and interpretation of the results, the following conclusions have been made:

Even though both groups (control and experimental) have higher posttest scores compared to their pretest scores, only the experimental group's posttest mean score is statistically significant.

Further, the post-test mean scores of the experimental group is significantly higher than the control group.

The intervention LPE has a very large capacity to increase academic performance in learning the elements of a short story of the experimental group. Respondent's position and years in service are factors that are contributory to their extent of knowledge of Child Protection Policy. On the other hand, gender does not affect their extent of knowledge in CPP.

After a careful investigation of the results and conclusions, the following recommendations have been made:

Conduct of a similar or parallel study utilizing the same crafted intervention is suggested to other teacher-researchers in other schools or divisions.

It is suggested to share the results of the study and the intervention material to the teachers teaching the same subject and grade level.

It is suggested to craft more learning materials in the form of learning packets since it has been proven in this study its capacity to address problems in the mastery of the learning competencies, especially the least mastered competencies.rom

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