

Synchronous Teaching Strategies with The Use of Audio-Video Interactive Learning Materials to The Performance of the Grade 6 Learners in English During The Full Face to Face Class Implementation

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Abstract — This study was conducted in order to evaluate the Effectiveness of Synchronous teaching strategies with the use of audio-video interactive learning strategies to the Performance of the Grade 6 learners in English. The findings of the study were the bases for a proposed enhancement Plan. This research is a quasi-experimental study. The researcher utilized universal Sampling in selecting the respondents of the study. The test of difference between the pretest and posttest scores performances of the grade 6 learners in before and after the integration of synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation. The results is based on the learning gained by the Grade 6 learners from the time they evaluated based from their own learning which means that the responses that they gave is purely from themselves as well as to the learnings they have gained after they have received the intervention during the delivery of the different topics in increase. It shows that the Grade 6 learners' performances in English particularly on the pretest performance which is very low compared to the posttest performance after the integration of synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The posttest Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation. These results provides the computation on the computed t value and it was said to be higher than the critical t value. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performances before and after the integration of Asynchronous Teaching Strategies through the use of Audio-video Interactive learning materials is rejected.

Based from the results in table 3, it implied that there was really a positive impact or the intervention has provided significant effect to the performance of the grade 6 pupils based from the results in the scores in the pretest and posttest. considering also that the computed t value is higher than the critical T value which further explains on why the intervention is giving or showing significance. Even though the result in the pretest is not really that high which means that some of

the learners are just recalling some of the topics presented or discussed by their teacher from lower grade level and also in the first grading period. But this results showcased by the respondents based from the assessment is not really that good considering that there are almost 50 percent of them who are belong on the fair level of performance which means that there are tendencies that those learners who are belong in this level will going to fail anytime and will belong to the poor of level of performance. In order to stop this from not happening, the teacher-researcher will let all of them to experience another set of strategies or technique that could make them love the English subject. It is also one way of adopting the new trend in teaching the youngsters where the use of the different technologies is dominant now a days. So it is really evident that using the different strategies in delivering the topics in English using the Synchronous teaching strategies really helps the learners to do more and show more of their potentials in learning the subject. The results were really improved because learners have really love learning some of the topics presented or discussed by their teacher during the second grading period. It showcased by the respondents based from the posttest assessment is a great manifestation that the intervention is significantly effective based from the learners performance and how it motivates them to perform well in their respective tasks or assignments.

Keywords — Synchronous Teaching Strategies Audio-Video Interactive Learning Matetrial Performance Grade 6 Pupils English Face to Face

I. Introduction

The Covid-19 pandemic has made our lives much more difficult. It affected different aspects of our day-to-day lives. A big part of that is our education sector. As an educator, it was a very challenging task to teach students from a distance. Basically, I teach them inside the four corners of the room where I can see them learning and I can witness their struggles and improvement in our daily meetings. But engaging in distance learning was a whole new level for me. I had to level up my knowledge about the possible strategies that I can use in delivering the lesson to my students. Thankfully, through the training and seminars, I have attended I have somehow equipped myself with the necessary knowledge to perform my mission.

In my opinion, the internet has become a crucial part of today's education. It has helped educators and learners in so many ways that it made our lives so much easier than before. Based on my experience, during the pandemic, the internet helped me get through a lot of my tasks as an educator, for example I was able to use different applications and platforms in making activities such as making video lessons for students or online activities for students using Kahoot, Mentimeter, and Google Sheet in which they can just access anytime. It also helped my students in performing the tasks given to them. The internet provided them with accessible resources needed for their learning and the chance to widen their knowledge through further readings. The internet

has also helped them see the real world in a more advanced way and the students could visualize themselves doing great things in the future.

Distance Learning provides the ways and means to deliver the lesson during the peak of Covid-19 pandemic in the Philippines. There were several means of distance learning, such as online learning, printed modular, blended learning, and so on. In my case, I will be focusing on online learning. In online learning, there are two ways in which we can deliver the learning, these are synchronous and asynchronous methods. Synchronous learning provides timely interaction between the students and the teacher whilst asynchronous learning is not time-bounded where students can learn the lesson at their own pace. For me, asynchronous learning will help students to balance learning and their life. During this time of the pandemic, it is very important to take care of students' mental health, that is why I cannot force them to do their homework and projects impromptu. This method gave them the free will somehow on how or when to do their tasks. An example was the 10 students who received the tablet that was given by the Department of Education. There were modules and videos saved from that tablet. There were also google drive links in which videos and other activities were saved. They could access those files anytime and could do their homework at home. As a professional, I could say that learning through the audio-video interactive materials was really of good help during this time of the pandemic.

But there were somehow problems too along the way. Some of them didn't have the resources like the gadget or the internet connection to access the files. As a result, they may have forgotten to do their homework which led to incomplete outputs. In addition, they were having difficulty understanding everything written and recorded in English. Due to poor exposure to the English language, students especially during the time of the pandemic, somehow could not totally comprehend what they were reading or listening to from the video. Hence, based on the last years' experience I had; I could say that it was really a struggle for me to deliver the lesson to the students. Though most of my students were having printed modules and only 10 students were having somehow the digitized modules and the videos saved on the tablet.

Based from the different premise above, the study is expected to contribute best performances especially in the literacy skills of the learners especially that the learners are experiencing hardships in dealing with the different literacy skills since the pandemic hits Philippines and created changes to the educational scenario in every school where learning takes place.

This study was conducted to determine the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation in Don Carlos Elementary School, Boroc, Ipil, Ormoc City. The findings of the study will be the bases for the proposed Enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test score of the grade 6 learners in English subject before the integration of synchronous Teaching Strategies through the use of Audio-video Interactive learning materials?
2. What is the posttest score of the grade 6 learners in English subject before the integration of synchronous Teaching Strategies through the use of Audio-video Interactive learning materials?
3. Is there a significant difference between the pretest and posttest scores before and after the integration of Asynchronous Teaching Strategies through the use of Audio-video Interactive learning materials?
4. What Enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

5. Ho : There is no significant difference between the pretest and posttest scores performances before and after the integration of Asynchronous Teaching Strategies through the use of Audio-video Interactive learning materials.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation in the delivery of the most essential learning competencies in 2nd grading period in English subject. The main local of the study is the Don Carlos Elementary School which is located under the Ormoc City District 2 in the Schools Division of Ormoc City. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 6 pupils underwent series of evaluation prior to the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation was done. These 2 stages of assessment was carefully done by the teacher-researcher herself which are the pretest and posttest performances in English. This is also the time that in between the pretest and posttest, the different inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials were undertaken in order to validate their performances before and after the implementation of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 6 pupils before the implementation of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials, The Posttest

performance of the Grade 6 pupils after the implementation of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials, as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials in the delivery of the most essential learning competencies in teaching English for the second Grading Period. In the Quasi- experimental research design, the researcher prepared different inclusion of the Audio-Video Interactive Learning Materials that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed enhancement plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 6 pupils.

Sampling. There are 20 who are included in the study. 13 respondents of the study were Males and 7 were Females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 6 pupils inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in English subject from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 2nd grading period. The test questions were used before the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials were given to the pupils. After one month of the intervention of the inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials, posttest was given to the grade 6 pupils with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials which were utilized for the identified approach in teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District

Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The Effectiveness of inclusion of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials on the area of focus was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 6 PUPILS IN ENGLISH

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	0	0
17-24	Good	11	41
9-16	Fair	9	35
1-8	Poor	0	0
Total		20	100
Weighted Mean		16.85	Good

Table 1 shows the pre-test performance of the Grade 6 learners in the different skills given by the teacher in English before they will be experiencing the intervention which is the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials during The full Face To Face Class implementation in the delivery of the most essential learning competencies. This study will focus on the 2nd grading learning competencies in English.

The integration of the Synchronous teaching strategies during the teaching and learning process between the teacher and learners are frequently used during the time of pandemic specially from those schools which have the capacity to own their different technologies that will be used in implementing the aforementioned intervention in the delivery of the different learning competencies. This is one of the reasons why the teacher-researcher is wanted to find out how effective this intervention to the identified respondents considering that the school where the study

will be conducted is not really rich on the different gadgets or technology to be used in the implementation of the intervention so, this time the teacher-researcher will be identifying the skills or performance of the respondents prior to the integration of the intervention.

Based on the results in table 1, it shows that the score ranging from 33-40 which is the highest class interval among the 5 class intervals presented and has a description of Excellent performance level meaning the highest level of performance where the teacher are expected her learners will be reached on this level of skills performance. It shows that in this level of performance there are none of the respondents gained meaning, it has 0 percent out of the 20 overall total respondents who took the assessment prior to the integration of the intervention. The same scenario happens in the second highest class interval with the scores ranging from 25-32 having 0 percent of respondents. While on the other class limit having the scores ranging from 17-24, it can be gleaned that this is the most numbered of respondents considering that there were eleven (11) total number of respondents belong on this level of performance or 41 percent out of the 20 overall total of respondents who will be experiencing another teacher strategy in learning the different topics in English. In the fair Level of Performance, there are still Grade 6 respondents belong in this area. In this level, it has scores ranging from 9-16 with more or less nine (9) total number of respondents or thirty five (35) percent and considered to be the 2nd to the highest numbered respondents out of the 20 total respondents who took the assessment conducted by the teacher. Lastly, in the poor level of performance there none from the respondents belong to this level or zero (0) percent out of the 20 total number of respondents. In this lowest performance level, there scores are ranging from 1-8.

The results in table 1 which primarily focused on the pretest performance of the Grade 6 pupils before integrating the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The English subject during The full Face To Face Class implementation. The pretest results implied that the grade 6 learners have showcased good performance in their English skills having gained the overall weighted mean of 16.85 which means that the some of the learners have the capacity to recall some of the topics presented or discussed by their teacher from lower grade level and also in the first grading period. But this results showcased by the respondents based from the assessment is not really that good considering that there are almost 50 percent of them who are belong on the fair level of performance which means that there are tendencies that those learners who are belong in this level will going to fail anytime and will belong to the poor of level of performance. In order to stop this from not happening, the teacher-researcher will let all of them to experience another set of strategies or technique that could make them love the English subject. It is also one way of adopting the new trend in teaching the youngsters where the use of the different technologies is dominant now a days.

Table 2
POST TEST PERFORMANCE OF GRADE 6 PUPILS IN ENGLISH

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	7	35
25-32	Very Good	13	65
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		20	100
Weighted Mean		31.40	Very Good

Table 2 shows the posttest performance of the Grade 6 learners about the level of learnings that they have gained from the different skills given by the teacher in English after they have experience the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials during The full Face To Face Class implementation in the delivery of the most essential learning competencies on the 2nd grading learning competencies in English.

The integration of the Synchronous teaching strategies during the delivery of the topics in the second grading period where the teaching and learning process between the teacher and learners are observable specially from the school where the study was conducted. The capacity of the teachers in integrating the different technologies is one of the best options nowadays considering that these are the trend in the delivery of the different learning competencies. This is one of the reasons why the teacher-researcher is implementing the said intervention to the identified respondents to identified if the researcher can get the same findings as other authors or teachers doing the same for the past months and years prior to the implementation of the full face to face conduct of classes.

Based on the results in table 2 which focuses on the posttest performances gained by the Grade 6 learners, it shows that the score ranging from 33-40 which is the highest class interval among the 5 class intervals presented and has a description of Excellent performance level meaning the highest level of performance where the teacher are expected her learners will be reached on this level of skills performance. It reveals that in this level of performance, there was a slight increase on the number of learners which means that from nothing in the pretest to seven (7) total number of respondents or 35 percent from the 20 overall total number of respondents who took the post assessment given by the researcher after the learners received the chosen intervention. This level also where students belong are considered to be the 2nd to the highest amongst the 5 class intervals. In the second highest class interval with the scores ranging from 25-32 which has a description of very good level of performance, there were thirteen (13) or sixty five (65) percent and considered to be highest when it comes to the number of learners belong to a class interval. While on the other class limit having the scores ranging from 17-24, it can be gleaned that was improved already since there were none from the respondents belong to this level or zero (0)

percent. It was improved in the sense that the learners who belong in this level during the pretest were already transferred to a much higher or even highest level of performances which are the very good level of performance and excellent level of performances. The same thing happens in the fair Level and poor level of performances were none of the respondents belong in these set of levels having the scores ranging from 9-16 and 1-8 respectively with zero percent out of the 20 total respondents who took the assessment conducted by the teacher.

The results in table 2 which primarily focused on the posttest performances of the Grade 6 pupils as chosen respondents of the study after integrating the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The English subject during The full Face To Face Class implementation implied that the grade 6 learners have really gained very nice performances from their different topics presented during the 4 weeks or 1 month implementation of the aforementioned intervention. The results were really improved because the performance in the pretest is lower than the posttest result having the overall weighted mean of 31.40 and more or less 50 percent increase in terms of numbers which means that the some of the learners have really love learning some of the topics presented or discussed by their teacher during the second grading period. The results showcased by the respondents based from the posttest assessment is a great manifestation that the intervention is significantly effective based from the learners performance.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test
of Grade 6 PUPILS IN ENGLISH

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	16.85	4.446	0.921	Reject Ho	Significant
	Post	31.40				

Table 3 shows the test of difference between the pretest and posttest scores performances of the grade 6 learners in before and after the integration of synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation. The results in table 3 is based on the learning gained by the Grade 6 learners from the time they evaluated based from their own learning which means that the responses that they gave is purely from themselves as well as to the learnings they have gained after they have received the intervention during the delivery of the different topics in increase.

Based on the results in Table 3, it shows that the Grade 6 learners performances in English particularly on the pretest performance, it has an equivalent score of is 16.85 which is very low compared to the posttest performance after the integration of synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation having the score equal

to 31.40. These results provide the computation on the computed t value which is equal to 4.446 and it was said to be higher than the critical t value having the score equal to 0.921 at 0.05 level of significances. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performances before and after the integration of Asynchronous Teaching Strategies through the use of Audio-video Interactive learning materials is rejected.

Based from the results in table 3, it implied that there was really a positive impact or the intervention has provided significant effect to the performance of the grade 6 pupils based from the results in the scores in the pretest and posttest. considering also that the computed t value is higher than the critical T value which further explains on why the intervention is giving or showing significance. Even though the result in the pretest is not really that high which means that some of the learners are just recalling some of the topics presented or discussed by their teacher from lower grade level and also in the first grading period. But this results showcased by the respondents based from the assessment is not really that good considering that there are almost 50 percent of them who are belong on the fair level of performance which means that there are tendencies that those learners who are belong in this level will going to fail anytime and will belong to the poor of level of performance. In order to stop this from not happening, the teacher-researcher will let all of them to experience another set of strategies or technique that could make them love the English subject. It is also one way of adopting the new trend in teaching the youngsters where the use of the different technologies is dominant now a days. So it is really evident that using the different strategies in delivering the topics in English using the Synchronous teaching strategies really helps the learners to do more and show more of their potentials in learning the subject. The results were really improved because learners have really love learning some of the topics presented or discussed by their teacher during the second grading period. It showcased by the respondents based from the posttest assessment is a great manifestation that the intervention is significantly effective based from the learners performance and how it motivates them to perform well in their respective tasks or assignments.

IV. Conclusion

Based from the findings of the study, it can be gleaned that the integration of the synchronous Teaching Strategies With The Use Of Audio-Video Interactive Learning Materials To The Performance Of The Grade 6 Learners In English During The full Face To Face Class implementation is significantly effective. Furthermore, it can be concluded that there is a significant difference between the pre and post-test scores of grade 6 pupils based on their performances in English based on the pre and post assessment of skills. Thus, the integration of Synchronous teaching strategies in the delivery of the most essential learning competencies in English should be implemented and be integrated in the teaching and learning process.

V. Recommendations

1. The proposed Enhancement plan should be used specially in teaching English subject because it will help the teachers improve their teaching process as well as improved learners' performances.
2. Administrators or school head should include in their respective work and financial plan regarding the inclusion of the different materials or equipment to be used in crafting or making different learning materials to be used during the teaching and learning process using the aforementioned intervention which is found out to be effective in improving the performance of the learners.
3. School Heads should encourage teachers in all subject areas to apply Synchronous Teaching strategies in the delivery of the most essential learning competencies as this will help improve the learning performance of the learners and could be the way to find the potentials of each of the learner inside the four corners of the classrooms.
4. Based from the results of the study, teachers should continue to adopt and integrate synchronous teaching strategies to maintain or improve the performance for those learners who really need help in improving skills.
5. Teachers should share the results of the study on how the intervention give positive effects to the life of the learners as well as to the teachers and make a demonstration teaching during LAC sessions in order for them to be more familiar on how implement the intervention.
6. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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She is currently a Teacher I in the Department of Education and a Grade – VI Teacher at Don Carlos Rivilla Elementary School at Barangay Don Carlos Rivilla Sr., Ormoc City, Leyte, Philippines. She is a coordinator in two school organizations for learners namely, Supreme Pupil Government and the Girl Scouts of the Philippines. She believes that supervising the young is the foundation of understanding how to supervise the old.