Name-It-And-Know-It Technique in Maximizing Learners' Participation in Filipino 3

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ABSTRACT	Published Online: May 10, 2023

Game-based learning has been confirmed as a child's developing emergent participation in the Filipino language. A game-based approach is critical in managing children who have lost interest in joining a Filipino class.

This study aimed to improve the level of participation of the Grade 3 pupils using the Name-It and Know-It technique. This study was conducted on the Grade 3-Mabait of MMSU-LES during the Second Semester, A.Y 2021-2022.

The pre-observation and post-observation results were statistically analyzed using the t-test. The computed p-value (0.0007) is much lower than the significance probability level. This indicates that the level of participation of the pupils in Filipino has improved significantly.

The Name-It and Know-It technique was used in this study to increase the level of involvement of Grade III students in their Filipino lessons. The responders were given a variety of exercises, including visual hints, sound identification, and adding and subtracting syllables. The Name-It and Know-It technique helps respondents strengthen their Filipino vocabulary. The Name-It and Know-It is an instructional support strategy for unlocking difficulties in Filipino. The Name-It and Know-It Technique is an effective and efficient intervention that increases grade 3 pupils' engagement in the Filipino subject. Thus, the longer respondents are exposed to the intervention, the greater their probability of enhancing their degree of engagement in their Filipino class.

Keywords: Game-based, level of participation, Filipino vocabulary, intervention

INTRODUCTION

The Philippine education system in the past 2 years has undergone intensive changes due to the worldwide strike of the deadly virus- COVID-19. The pandemic has altered not only our living habits but also the way we work, learn, and progress. Together with the expansion of virtual learning are the increasing concerns about the quality of education it provides, and the challenges faced by the teacher and the learners. The transition from the physical classroom to the online classroom brought disadvantages to the learning development of the learners, which became a threat to the academic performance of the younger generations that could adversely affect the future of Philippine education.

The physical home of the young learners became their actual classroom, limiting their learning experiences and social interaction.

Students who participate in class frequently speak up in class, answering and asking questions, making remarks, and participating in discussions are regarded as active while students who do not contribute to the above-mentioned methods are sometimes regarded as inactive. According to Jacob and Chase (1992), poor participation is defined as the absence or lack of involvement, the absence of asking questions or making remarks on the topic they are interested in, or the absence of engagement with the teacher when they are discussing in front of the class. Here is when low involvement comes into play. Classroom engagement has always been a vital aspect of producing great learning results for students interested in further developing their talents. Participation helps pupils expand their knowledge, indicate that they have comprehended the material, and gain confidence. Students struggle with involvement owing to variables related to their personal characteristics, as well as

the formal and informal framework of the classroom environment. Numerous studies have been conducted on the factors that influence classroom participation. One of those is Fassinger (1995), which indicated that different factors affect students' poor participation, including the student's preparation for class, confidence, and poor comprehension. Those are just some of the factors that hinder the students from participating in their classes. Poor participation can really affect the student's way of learning because they cannot express what they want to ask, share their thoughts and opinions in class or even participate in their activities due to the factors that affect them.

Every Filipino student's learning is influenced by their teacher, which presents a challenge for teachers to make their job-relevant and becoming their second parent must be incorporated into the classroom (Belvez, 2002). A teacher is responsible for providing a relevant source of discussion for each issue that he or she will cover in class and carefully analyzing it. With that, the teacher should conceptualize an approach to apply to a certain discussion. To address learners' inactivity, the Department of Education is implementing a variety of programs aimed at improving the state of education in the Philippines, such as providing a large number of books for students to use in their studies, free tuition, and the option of not wearing uniforms, all with the goal of encouraging education and increasing literacy in the Philippines. But none of this seems to change the reality that many young kids are uninterested in studying (Francisco, et.al., 2007). According to previous studies, employing several factors in teaching a certain subject aids each student's learning (De Mesa, 2006). Belvez (2002) goes on to say that teaching is an art form. Teaching is said to be the field of knowledge concerned with the development of beautiful things and beautiful experiences. Students learning and teaching are dependent on a teacher's innovative viewpoint and tactics (Badayos, 2002). Therefore, there should be variety in the presentation of the lesson, the development of activities, and even the method of assessment and evaluation. As a result, throughout the class discussion, students' frustration and boredom fade away. Providing a game where many students participate in class activities is one of the best ideas for effective teaching and learning. Activities frequently offer the particular benefit of putting diverse concepts and the actual world into practice. The quality of the activity is important, but the ideal activity is a tool that can be chosen and altered by a qualified teacher and utilized in a number of ways depending on the student's needs (Forrester, 2000).

There are various reasons why participation in the learning process is important. According to a study conducted by Ferguson-Hessler de Jong (in Theberge, 1994), students who are active participants have higher academic performance than students who are passive participants. Astin (1999) backed up this notion, claiming that students who actively participate in classroom discussions are more engaged with the learning process. Active participation of students in

classroom discussions is important for obtaining effective learning and plays a significant role in the future success of education and the personal development of students (Tatar, 2005). This is because active participation in the classroom helps students learn how to think critically and enhances their intellectual growth (Siti Maziha, 2010).

Classroom participation has always been an important aspect of producing great learning outcomes and further enhancing students' abilities. Participation enables students to expand their knowledge, demonstrate that they have comprehended the curriculum, gained confidence, and applied these skills. It allows students to think critically (Garside, 1996) and to engage in discussion with their colleagues and teachers by providing informed arguments based on the information they have acquired. These abilities will help them proceed through their schooling and prepare them for their future careers. According to Rocca (2010), the more they participate, the less they memorize and the more they engage in higher levels of thinking, such as interpretation, analysis, and synthesis (Smith, 1977). Student participants improve their communication skills (Berdine, 1986; Dancer & Kamvounias, 2005); group relations (Armstrong and Boud, 1983); and their ability to function in a democratic society (Girgin & Stevens, 2005). (p.188) With so many advantages to classroom participation, why do so many students struggle with it, and why is it so difficult to convince them to participate in class? Students struggle with participation due to personal attributes as well as the formal and informal structures of the educational environment (Weaver & Qi, 2005).

As a result of low participation rates, educators have concentrated their efforts on implementing a variety of measures to enhance student participation. These techniques include but are not limited to, connecting grading with involvement, eliciting comments at random from students, and changing lecturing methods to provide time for classroom discussion. Despite these attempts, as documented in the well-cited paper by Karp and Yoels (1976), only 10 out of 40 students participate in classroom discussion, and of those, 5 control the discussion that does occur. According to studies, students continue to be passive members of the classroom environment, unable to maximize the benefits of participation (Hyde & Ruth, 2002; Myers et al., 2009; Weaver & Qi, 2005). To promote student participation, critical elements related to classroom participation are not being addressed appropriately. Wade (1994) believed that the finest classroom discussions occurred when all students were actively engaged, learning, and listening to other students' opinions (p.237). Numerous pieces of research on the elements that impact classroom engagement have been done.

Nowadays, learners are more active and participative when there is a game that is being integrated into the class that somehow makes the discussion fun and enjoyable instead of being stiff and too serious. According to Liang, et. al., (2010), Game-Based Learning (GBL) is one type of game that

focuses on learning outcomes to combine the effectiveness of learning principles into game environments. The goal of GBL is to help learners increase their self-confidence and problem-solving skills. Prensky and Prensky (2007) indicated that Game-Based Learning was "about fun and engagement and the coming together of serious learning as well as interactive entertainment into a newly-emerging and highly-exciting medium".

According to Villamor, et. al (2014) as Filipino citizens, we usually use the Filipino language for our every conversation. However, many unfamiliar Filipino words are rarely used these days, especially those with deep meanings. In addition, nowadays, many natural Filipinos cannot fluently speak the country's language because of the different languages we adopt from other countries. Filipino is an essential part of the curriculum at every school. Students are educated about the core of the Filipino language in this subject, which makes everyone enjoy the subject matter. Students are also encouraged to read and watch Filipino literature. Students are taught how to develop their talents when it comes to composing poetry, songs, tales, and other types of writing in their own language. However, as time passes, many students lose interest in the topic.

Therefore, there is a need to incorporate an instructional support intervention to maximize participation in class discussions in order to achieve excellent academic performance.

Nowadays, pupils lose interest in Filipino subjects as they have difficulty comprehending them because they are not used to the Filipino language. During the field study observation and assistantship, most of the Grade 3 pupils speak in English and barely understand simple and complex Filipino words, which makes them lose their interest in the subject. It is observed that they tend to ask questions from time to time about the meaning of some words which causes the disruption of the class. The teacher explains and elaborates the words for them to connect or participate actively.

It has been observed that the learners hardly answer the questions because of their poor vocabulary in Filipino. Some of them are not reciting because they cannot understand the question and some of them are too shy to ask. This also means that they hardly understand the story that we read.

During the evaluation, the learners simultaneously ask questions about the meaning of the Filipino words. They cannot proceed to the next questions because they are confused with the Filipino words.

During reading proper, the learners hardly understand the words found in the story even though the unlocking of difficulties is being utilized. They hardly answer the series of questions regarding the story, which makes the class discussion uninteresting. They constantly interrupt the storytelling because of their confusion about the story.

With these observations, it can be said that a proper technique for motivating the learners to participate should start by introducing Filipino words in a more engaging way. During this observation, we noticed that when the meaning of Filipino words is explained in an engaging way, they tend to become active and more participative. Introducing Filipino words and their meaning in a fun and enjoyable manner will not only promote but will also maximize learners' participation.

Hence, we implemented an instructional strategy to encourage full participation among the Grade 3 learners in the Filipino subject. In connection with this, an intervention called Name-it-and-Know-it was implemented among the learners. Name-it-and-Know-it is a technique specially designed for learners with poor vocabulary in the Filipino language. This technique is aligned with the game-based approach wherein the learners will be adding, subtracting, or multiplying sounds/syllables that when combined will spell or sound the Filipino word. This technique was used to maximize learners' participation in Filipino subjects.

This action research aimed to improve the engagement of Grade 3 pupils of Mariano Marcos State University - Laboratory Elementary School for the Academic Year 2021-2022 in Filipino 3 activities through the Name-it-and-Know-it technique. Likewise, this research determined whether or not the Name-it-and-Know-it technique is effective as an intervention program to improve the participation of learners in Filipino 3.

Specifically, the study sought to answer the following questions:

1. What is the level of participation of Grade 3 pupils in their Filipino 3 classes before the implementation of the intervention?
2. What is the level of participation of Grade 3 pupils in their Filipino 3 classes after the implementation of the intervention?
3. Is there a significant improvement in the participation of Grade 3 pupils after the use of the Name-it-and-Know-it Technique?

METHODS
The Strategy and Intervention
The intervention maximizing learners' participation in Filipino is the Name It to Win It Technique. This strategy helped students improve their analytical thinking, comprehend the meaning of unfamiliar Filipino words, and increase their participation in the language. Specifically, this intervention will follow the following steps:

Step 1. Orientation. The teacher explained the mechanics of the game to the Filipino 3 class.

Step 2. Setting Standards. To strengthen the pupils' learning experience, the teacher established clear guidelines and values for the pupils to follow throughout the activity. As part of her instructional materials, the teacher created visual images.

Step 3. Demonstration. The teacher prepared a springboard. Prior to that, the teacher utilized an interactive activity, which

is the Name-it-and-Know-it technique, to unlock the difficult meanings found in the story. The teacher gave thorough examples to understand the activity well.

Step 4. Implementation. The teacher facilitated the discussion through the Name-it-and-Know-it Technique. The teacher presented a group of pictures with addition and subtraction symbols. The learners identify each picture and subtract the given syllables. The learners combined all the syllables left that will become the word that they will unlock. After that, the teacher asked if the learners knew the meaning of the word. If not, the teacher will explain the meaning of it with pictures and examples.

Research Instrument

This action research used the Pupil's Participation Rating Scale.

The Pupil's Participation Rating Scale was used to determine their level of participation in Filipino classes before the intervention, their level of participation in Filipino 3 classes after the intervention, and to identify significant improvements in their participation in Filipino 3 classes. The pupil participation measure was adopted and modified from John Richards' Student Participation Rating Scale (2003). This tool determines how often pupils participate in their Filipino 3 classes. It comprises 10 indicators on a scale that measures aspects of pupils' participation domains, such as communication, interaction, and relationships with their classmates. The scale lists the frequency of actions such as never, sometimes, often, and always the level of participation.

Sources of Data

The data used in this research were obtained from the Grade 3 pupils of Laboratory Elementary School of Mariano Marcos State University, Second Semester of the School Year 2021-2022. These groups of Grade 3- Mabait consist of 34 pupils whom the researchers observed during their Field Study 2 Course. Data were obtained from two sources: synchronous and recorded synchronous classes. The recorded synchronous classes are used to monitor the participation of the learners while doing the activity. The source of data helped us to assess the level of participation of the Grade 3 pupils before and after the intervention was implemented.

We used Recording Synchronous Classes, in which we used pen and paper and a word processor to take notes and transcribe interesting fragments from the synchronous class that is related to the level of participation of Grade 3 pupils in their Filipino class after the intervention. This tool enables us to collect data by making lists of observations on the involvement of Grade III students in their Filipino 3 classrooms.

Data Analysis

To address the research question, simple descriptive, frequency, and t-test analysis was conducted to analyze and interpret the data acquired from the observation and interview. Each step of data source analysis is given in the following steps:

Using Simple descriptive analysis, allowed us to quantify and describe the basic characteristics of a data set. We constructed a table to organize, simplify, and summarize the data collected. This was used to determine the level of participation before and after the intervention.

Frequency analysis, also known as absolute frequency, is a part of descriptive statistics. Frequency Analysis is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. We used frequency analysis, by plotting the frequency of participation of the pupils that can be used to determine the mean, median, mode, and standard deviation. The frequency analysis accurately represented the data set and gave a good understanding of Filipino Grade 3 in maximizing participation. A T-test is a statistical test that is used to compare the means of two groups. The T-test analysis was used to determine whether there is a significant difference between the activeness or inactiveness of participation of Grade 3 pupils in their Filipino class. This helped us understand and have a detailed idea of how the technique improves the problem of grade 3 pupils in their Filipino class. This was used to determine if there was a significant improvement in pupils' active participation in their Filipino class.

FINDINGS AND DISCUSSION

This segment presents the results of the different data collection related to evaluating the effectiveness of the Name-it-and-Know-it Technique in activating pupils' participation in Filipino 3 classes. Likewise, in-depth discussions of these results will be presented in this chapter. This chapter is primarily divided into three sections: (1) Before the intervention, (2) After the intervention, and (3) Comparison of Pupils' Level of Participation Before and After the Intervention.

Before the Intervention

The following data presents the level of participation of learners in their Filipino 3 classes for one month. Towards the end of this section, is the overall level of participation of learners in Filipino 3 before the intervention.

Based on the table below, the mean score of the participation of Grade III-Mabait in their class regarding *Pang-uri* came out to 1.80 with a sometimes level participation. For their class regarding *Aspekto ng Pandiwa* has a mean of 2.51 of their participation with a descriptive interpretation of "sometimes". The mean score of Grade III-Mabait in their class regarding Pang-abay is 2.59 with a descriptive interpretation of "sometimes". And in their class regarding *Pang-ukol* they have the "sometimes" level of participation, with a mean of 2.55. The overall mean score of the participation of Grade III- Mabait class before the implementation of the strategy is 2.36 and has a descriptive interpretation of "sometimes". This shows that they have only limited participation in their Filipino 3 classes before the implementation of the "Name-it-and-Know-it", since their

mode of instruction in joining the class is limited only to English.

Table 1. The overall level of participation of learners in Filipino 3 before the conduct of the intervention.

Topics	Mean	Descriptive Interpretation
Pang-uri	1.80	Sometimes
Aspekto ng Pandiwa	2.51	Often
Pang-abay	2.59	Often
Pang-ukol	2.55	Often
Overall	2.36	Sometimes

Legend:
Range of Mean   Descriptive Interpretation
1.00-1.49   Never
1.50-2.49   Sometimes
2.50-3.49   Often
3.50-4.00   Always

After the Intervention
The following data presents the level of Participation of Learners in their Filipino 3 classes for four sessions. Towards the end of this section, is the overall level of participation of learners in Filipino 3 after the intervention.

Table 2. The overall level of participation of learners in Filipino 3 after the conduct of the intervention.

Topic	Mean	Descriptive Interpretation
Pangatnig	3.17	Often
Dalawang Bahagi ng Pangungusap	3.43	Often
Dalawang Bahagi ng Pangungusap	3.65	Always
Pangatnig	3.80	Always
Overall Mean	3.51	Always

Legend:
Range of Mean   Descriptive Interpretation
1.00-1.49   Never
1.50-2.49   Sometimes
2.50-3.49   Often
3.50-4.00   Always

Based on the table above, the mean score of the participation of Grade III- Mabait in their class regarding *Pangatnig* came out to 3.17 with an "often" level of participation. For their class regarding *Dalawang Bahagi ng Pangungusap*, Grade III- Mabait has a mean of 3.43 of their participation with a descriptive interpretation of "often". The mean score of the participation of Grade III- Mabait in their enhancement activity regarding *Dalawang Bahagi ng* P*angungusap* has a mean of 3.65, having a descriptive interpretation of "always". The participation of Grade III-Mabait in their enhancement activity regarding *pangatnig* has a mean of 3.80 and a descriptive interpretation of "always". The overall mean

score of the participation of Grade III- Mabait in their Filipino 3 classes after the implementation of the intervention is 3.51 and has a descriptive interpretation of "always". This shows that they have improved after the implementation of the strategy. It was also evident that pupils became more confident in participating and answering questions in class since the Name-it-and-Know-it is used to help them understand, remember, and enjoy Filipino words.

Comparison of Pupils' Level of Participation Before and After the Intervention
Table 3 presents the t-test showing the significant difference in the level of participation before and after the intervention. It was revealed that highly significant differences were found after the respondents were exposed to the use of the Name-It-and-Know-It technique.

Table 3. T-test showing the significant difference in the level of participation before and after the intervention

	Before Intervention	After Intervention
Mean	2.36	3.51
Difference	1.1500	
t-Value	2.3533	
p Value	0.0007	

*Significance at 0.05 probability level

Overall, a mean difference of 1.1500 is observed in the table in favor of the post-observation which explains an increase in the level of participation in Filipino classes of the respondents. This means that the Name-It-and-Know-It Technique is an effective intervention in maximizing learners' participation in Filipino 3. As the computed p-value (0.0007) is much lower than the significance probability level, the null hypothesis (Ho) is rejected. Hence, the alternate hypothesis (Ha) is accepted wherein there is a high difference between the level of participation of grade 3 pupils after the use of the Name It to Know It technique. This implies that the Name-It-and-Know-It Technique can be used as a strategy for making the discussion atmosphere lively.

CONCLUSION AND RECOMMENDATION
The study was conducted to activate pupils' participation in Filipino 3 classes through the Name-it-and-Know-it technique. It sought to answer pupils' participation in Filipino 3 classes before the implementation of the Name-it-and-Know-it technique, after the implementation of the Name-it-and-Know-it technique, as well as the significant improvement in pupils' participation in their Filipino 3 classes. In order to conduct this study, the grade III pupils participated in synchronous classes where the Name-it-and-Know-it technique was employed. The learners were then observed during synchronous sessions in Filipino 3 classes prior to the implementation of Name-it-and-Know-it. In addition, four sessions of recorded synchronous courses were translated and transcribed.

The overall mean score of the participation of the Grade III-Mabait in the Filipino class before the implementation of the intervention is 2.36 which has a descriptive interpretation of "sometimes". This reveals that before the implementation of the intervention- Name-it-and-Know-it, they only have limited involvement and interaction in their Filipino III classes.

Findings reveal that Grade III-Mabait gets a mean score of 3.51, resulting in a descriptive interpretation of "always" after the implementation of the intervention. Hence, the Name-it-and-Know-it technique is effective in maximizing learners' participation in Filipino 3. Similarly, the implementation of a game-based approach captured interest, involvement, and interaction between the teacher and student, as well as the teaching-learning environment.

The findings of this study support the idea that the Name-it-and-Know-it is an effective strategy to activate pupils' participation in Filipino 3 classes. This research suggests the following implications:

The administration should create Filipino-modified resources that are easy to understand and accessible to teachers and students. Also, modification abilities in teaching should be one of the employment requirements in hiring teachers.

Teachers should always incorporate interactive activities or games as much as possible in Filipino lessons to increase participation and to improve Filipino proficiency as it is the main objective of Filipino teaching and learning. Teachers should also maximize the effort of using Filipino as a medium of instruction in Filipino classrooms. Moreover, teachers should allow learners to express themselves in a variety of methods in any spoken language. Teachers should also employ interactive games like Name-it-and-Know-it in setting the atmosphere of the class. During the implementation of the Name-it-and-Know-it technique, teachers should collect information and observation to establish the success of the method as well as the practices that need to be improved or altered to make the class more fun and appropriate for the teaching-learning process. Teachers should also use the intervention in unlocking difficulties in a language.

Parents should instill the importance of the Filipino language and inculcate to them that they should not only focus on one language but should also learn to speak and use the Filipino language. Parents should incorporate the Filipino language in communicating with the child in order to strengthen the knowledge and proficiency of the child in the said language.

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