

Increasing motivation and completion of outputs in Science of Grade 6 students in San Vicente Elementary School using STAR (Strategic Task-Based Affirmative Reinforcements) Technique



JAMAIRA A. SILVALLANA
TEACHER III
SAN VICENTE ELEMENTARY SCHOOL

ABSTRACT

The purpose of this action research was to increase the motivation and completion of outputs in science of grade 6 students at San Vicente Elementary School. In First and Second quarter there were low completion rate of outputs. The STAR Technique (Strategic Task-Based Affirmative Reinforcements) was used by the researcher to increase the completion and submission of outputs. The study's findings revealed that the number of students completed their outputs were increase using this intervention. The motivation and completion of outputs differ significantly ($p = 1.725$) in STAR technique. The findings highlighted the significant differences in the results between the control and experimental groups. It is suggested that teachers not only in science subject adopt and use the STAR technique to create activities that motivate the learners

INTRODUCTION

The continuity of learning amidst the COVID-19 pandemic-imposed challenges to basic education institutions. Without face-to-face classes, teaching and learning is compromised. The Department of Education viewed education as an essential need of learners. As a response, it developed a basic education learning continuity plan, a package of education interventions that will respond to basic education challenges brought about by COVID-19, through DepEd Order No. 12, s. 2020, upholding paramount importance to the health, safety, and well-being of learners, and teaching and non-teaching personnel. Schools are mandated to adopt the basic Education Learning Continuity Plan (BE-LCP) based on their context and capabilities to deliver continuity in basic education using alternative distance learning delivery modalities majority of the public elementary schools have adopted the Modular Distance.

The schools in all over the country are encouraged to continuously serve the learners and provide them sufficient time and efforts to enhance their knowledge and skills. One of the major skills that should be developed among learners is motivation to answer the tasks in their modules and submit their output religiously. This is a vital skill that should be enhanced among learners.

In San Vicente Elementary School, most especially in the Grade 6, incomplete submission of output serves as a crucial factor in the progress of the learners. The Science class usually experiences chronic problem in completion and submission rate LEAD PROPONENT SILVALLANA, JAMAIRA, AZAÑA TITLE OF RESEARCH Increasing motivation and completion of outputs in Science of grade 6 students in San Vicente Elementary School using STAR (Strategic Task-Based Affirmative Reinforcements) Technique outputs ranging from 3-4 weeks per month. More than half of the students from the Science classes did

not submit their complete outputs from Week 1 - Week 8, some even just submit only the Summative test. This problem on submission of complete outputs usually results to poor academic standing and slow competency development among the said learners.

Thus, the researcher adapted a new technique called Strategic Task-Based Affirmative Reinforcements) STAR Technique that aimed to increase the completion rate of outputs in Science among the Grade 6 students of San Vicente Elementary School. STAR technique is a new method benchmark by the researcher that aims to maximize the number of submitted outputs of the students as well as motivate them.

METHODOLOGY

The researcher adapted and utilized devised technique from called Strategic Task- Based Affirmative Reinforcements (STAR) in combatting against the extreme absenteeism of the Grade 11 TVL students of Mrs. BLESSEDY M. CERVANTES, EdD. ,Master Teacher II of Tarlac National Highschool .

The said technique is applicable to all Grade 6 pupils of San Vicente Elementary School. The STAR (Strategic Task-Based Affirmative Reinforcements) Technique is a four- week extrinsic motivational procedure employed to the experimental group who manifested who have least completion of outputs in Science.

STAR Technique involved four positive reinforcements to engage the grade 6 pupils in completing outputs' in Science.

The participants of this research were grade 6 students with least submitted outputs in Science. The researcher used the checklist of outputs of learners and their SF2 to maximize the data. In this study, the researcher also followed the community standards on safety, and it is risky to have regular

face-to-face interaction with the respondents.

There are 40 Grade Six students for school year 2021-2022 from different sections participated 100% in all the STAR Technique designed by the teacher.

First, a letter of consent was provided to the approving authorities to conduct the action research. Once the letter is approved, the researcher determined the Grade 6 students who manifested least submitted outputs based on the checklist of the teacher and School Form 2 since in Modular delivery the attendance of learner is based on the output, she / he submitted per week.

Unstructured questionnaires were also used in order to determine the reasons of the incomplete outputs of the students and also their views regarding the use of the formal reprimanding (verbal reproof) for the controlled group (20 learners), and the STAR Technique for the experimental group (20 learners), as a way of motivating them to submit their outputs regularly.

Using the T-Test, the significant differences on the number of submitted outputs were determined. If there is a significant difference between the previous and present outputs completion report, with the experimental group having the lower overall scores, the use of the STAR Technique is considered effective in motivating learners to submit outputs in science.

The data that were obtained through the submitted output checklist and School Form 2 that were subjected to statistical treatment using T-Test for independent samples and paired sample T-Test. T-Test was used to determine the significant difference in the completion rate of the controlled group using formal reproof (verbal reprimanding) and of the experimental group using the STAR Technique. In addition, paired sample T-Test was also used to determine the significant improvement in completion rate of the controlled group using formal reproof (verbal reprimanding) during

online kumustahan , and of the experimental group using the STAR Technique.

RESULT

In the experimental group, a negative value implied the average reduction in learner who do not submit their outputs (-13.89). This indicated that the STAR technique used as an intervention was effective in increasing the motivation of learners that resulted to increase also of completion of their outputs.

The information revealed that STAR formal reproving technique is more effective (verbal reprimand) as a form of intervention in fighting against the low level of completion rate of the outputs. This it was also implied that the use of incentives such as tokens, bonus points, and medals (as part of the

The STAR technique) was a successful intervention.

DISCUSSION

Submitting outputs regularly usually leads to higher academic standing. Learners are more engaged to answer the learning tasks. They can also follow the flow of the lesson and can easily cope up with lesson. However, once learners missed and not submitted her/ his output, it can lead to problems or worst- failing grades.

Thus, this study proposed an intervention to increase the motivation and completion of outputs in Science of grade 6 students in San Vicente Elementary School using STAR (Strategic Task-Based Affirmative Reinforcements) Technique.

The result of the teaching-learning process using the intervention is presented based on each objective.

The result reveals that Learners 8 and 13 were submitted their output 63 % of the total 8 weeks prior to the conduct of the study which the highest number of outputs

submitted among the other 17 learners who are under the controlled group of this study. Learner 8 comes from a dysfunctional household. He resides with the mother's relatives. Because his uncle also has kids, who he typically sends to school, Learner 13 doesn't get enough financial or moral assistance. Learner 8 does not also receive strong monitoring. The parents of Learner 13 are both employed, with the mother working as a factory worker and the father as a driver. Learner 1 typically lacks the funds for transportation in submitting the outputs every week to the school.

Learner 18 was only submitted 4 outputs during this time (50%) before the study's execution. He developed a dependence on playing online games instead than doing and answering the learning tasks of his modules. He spent most of his time using his gadgets.

There was statistically significant difference between the experimental group's completion of outputs as the null hypothesis is rejected because t stat (16.68) is greater than 0.05 is the critical or p -value. It contains data reveals a significant decrease in the experimental mean number of learners with the least submitted outputs during 2nd quarter prior to the use of the group from a 6.68 mean STAR technique to a 3.40 decrease. This is the most Extrinsic motivation is most likely provided can help to increase pupils' motivation and completion rate of outputs.

In table 3, it show an increase in the number of learners did not submit his/her outputs in the control group following the use of formal reproof (verbal reprimanding) because t stat $>$ critical or p -value 0.05. Thus, There has been no discernible improvement in the submission of output of the control group reprimand (verbal reprimand). Reprimands may temporarily stop a child's negative behavior, but they are ineffective at reducing it.

Data revealed a decrease in the number of experimental group of not submitting outputs following the application of the STAR Technique since t stat (16.68) is greater than critical or has a p -value of 0.05. As a result, is a significant increase of completion of outputs of the experimental group following the application of the STAR Technique. Table 4's findings also revealed that extrinsic motivational tasks are included as part of the STAR technique was very effective in increasing learners' motivation and completion of outputs. This was confirmed by Psyche study (2019). claimed that extrinsic motivation can be used to motivate a large group, thereby increasing productivity or improving learning environment.

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