Project ALAM: Apprehension Learning Assisting Mathematics VI Learners at Platero Elementary School

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ABSTRACT

Mathematics began many thousands of years ago with numbers and counting. Addition, subtraction, multiplication, and division were all developed for practical reasons, such as keeping track of the number of sheep in a flock, measuring the field area, and following the seasons' rhythm. Even today, everyone begins mathematics by learning to count and manipulate numbers. Mathematics remains the most useful subject, indispensable for almost every aspect of contemporary life. Indeed everyday things now taken for granted such as portable phones, CD players, product barcodes, cash card machines, and personal computers, all rely on digital technology. This action research was created to assist Grade 6 learners in Mathematics through online distance learning. The study consisted of 30 Grade 6 learners of Platero Elementary School, Biñan City as the respondents of the study.

KEYWORDS*: Apprehension, Assisting, Learning*

INTRODUCTION

Mathematics provides an effective way of building mental discipline and encourages learners to logical reasoning and mental rigor. Mathematical subject plays a crucial role in understanding the contents of other curriculum subjects such as Science, Social Studies, and even Music and Arts.

Learners hold the impression that Mathematical facts are the essence to get correct fast answers. They become stressed which causes them not to use their ability and flexibility to think, stuck, or underachieve. It makes the learner mentally blocked and cannot access the subject facts they know. Learners felt stressed and disconnected from the real world. The classroom usually focused on mastering the calculation skills and raw memorization of Math formulas. Learners are demotivated in Math education.

In general, Mathematics is one of the easy subjects. It consists of patterns and formulas that are well-established based on the given facts. Sadly, learners nowadays find Mathematics as one of the most difficult subjects. They would often complain that they find the equations difficult to solve. It is alarming to note that Mathematics subject made the life of the learner as impeded. According to Tambychik, et al. (2010), learners can be seen struggling especially when numbers are being shuffled with different steps. Thus, mathematics is not a topic but a process.

METHODOLOGY

The researcher will use the Mean Percentage Score in Mathematics Tests of Grade VI learners and use descriptive analysis in interpreting the data. The data will be analyzed using quantitative data analysis.

RESULT

RESULTS (Analysis and Interpretation)

Table 1-2 shows the performance of selected Grade 6 learners before the implementation of **PROJECT ALAM.**

Table 1 – Pre-test
The performance level in Mathematics in terms of numeracy skills through a 3-Digit Window Card

Score	Frequency
91-100	0
81-90	0
71-80	0
61-70	0
51-60	0
41-50	0
31-40	7
21-30	9
11-20	12
1-10	2
$\sum f$	**30**

Table 1 shows the frequency distribution of the scores of 30 Grade 6 learners on a 3-digit window card. The frequency distribution also shows that there is a score with zero frequency. The results show that the numeracy skill of these 30 learners is very low.

Table 2
The performance level in Mathematics in terms of comprehension and critical thinking skills in a 25-point Math quiz

Score	Frequency	Score	Frequency
25	0	**15**	0
24	0	**14**	0
23	0	**13**	0
22	0	**12**	0
21	0	**11**	0
20	0	**10**	2
19	0	**9**	11
18	0	**8**	9
17	0	**7**	3
16	0	**6**	5
	$\sum f$	**30**	

Table 2 shows the frequency distribution of the scores of 30 Grade 6 learners in a 25-point Math quiz. The frequency also shows that there is a score with zero frequency. The Mean Percentage Score (MPS) of this 25-point Math quiz was **8**, which shows that the comprehension and critical thinking skills of these **30** learners are very low.

Table 3-4 shows the performance of selected Grade 6 learners after the implementation of **PROJECT ALAM.**

Score	Frequency
91-100	2
81-90	3
71-80	4
61-70	6
51-60	9
41-50	5
31-40	1
21-30	0
11-20	0
1-10	0
$\sum f$	**30**

Table 4
The performance level in Mathematics in terms of comprehension and critical skills in a 25-point Math quiz

Score	Frequency	Score	Frequency
25	0	**15**	6
24	0	**14**	2
23	2	**13**	1
22	1	**12**	3
21	3	**11**	1
20	4	**10**	0
19	2	**9**	0
18	1	**8**	0
17	1	**7**	0
16	3	**6**	0
$\sum f$			**30**

Table 2 shows the frequency distribution of the scores of 30 Grade 6 learners in a 25-point Math quiz. The frequency also shows that there is an increase in scores. The Mean Percentage Score (MPS) of this 25-point Math quiz was **17**, which shows that the comprehension and critical thinking skills of these 30 learners were improved.

Discussion

Project ALAM (Apprehension Learning Assisting Mathematics 6 Learners in Platero Elementary School) was able to help and assist the Grade 6 learners in numeracy, comprehension, and critical thinking skills through online discussion. Answering difficult problems through online discussion was not easy for the learners, but the Grade 6 learners can understand and solve them correctly through the guidance of the teacher as well as the parent. The teacher uses different online applications in motivating the learners to increase their numeracy skills, providing different instructional materials for comprehension skills, and answering HOTS questions for critical thinking skills.

The project capitalized on the research findings that different strategies used in Project ALAM bring out significant improvement in learners' Mathematics performance.

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REFERENCES

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