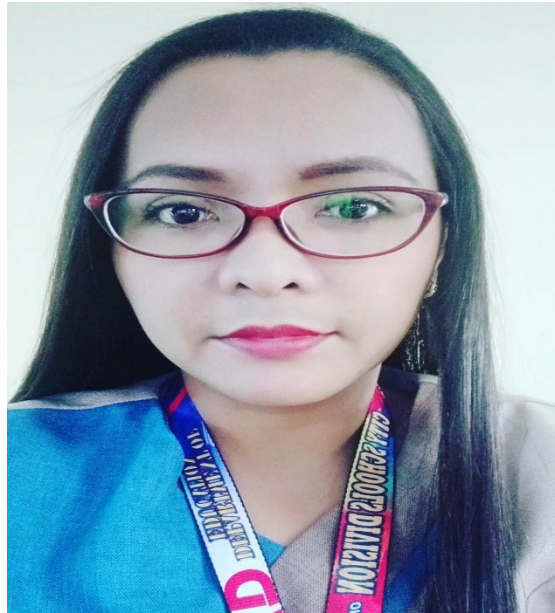


## AI IN U.S.E: AUDIO INSTRUCTIONS AS GUIDED – TEACHING APPROACH IN UNDERSTANDING SCIENCE EASY



**ROSALIE E. DELOS SANTOS**  
Teacher III  
Canlalay Elementary School

### ABSTRACT

The New Normal set up of learning resulted in many learning struggles and difficulties to learners. On the other hand, teachers also put themselves in challenging scenario to deliver quality education. Modular Distance Learning has it aimed to continuous education despite the physical absence of the teacher to facilitate learning.

This action research used a quantitative method in gathering and analyzing of data based on the teacher-made assessment administered by the researcher. Permission from the parents were asked by the researcher to purposively conduct this research. Furthermore, the audio instructions given by the teacher were designed to meet the need of the pupils in terms of assisting and guiding their reading comprehension on science concepts at home.

The results of this study shown a big impact on the development of the reading comprehension of the respondents. Teacher's initiative to assist and guide pupils to understand written science concepts played a vital role towards the improvement of their learnings at home. Moreover, parents loving and caring assistance of their children contributed to achieving the learning goals in science. Its indeed, the collaborative efforts of the parents and teachers were manifested to prove the relevance of this study.

**Keywords:** *audio instructions, comprehension, collaboration, assessment*

## **INTRODUCTION**

The New Normal setting brought many challenges in pursuing the teaching-learning process. Struggles in learnings was felt by everyone especially the learners who will need to study on their own at home with their parents limited ability to facilitate learning on them. Understanding written text on modules were the primary difficulties that most of the pupils experienced.

Like other subjects, learning Science concepts is not so easy for the pupils because they need to rely on reading through text and understand it concept. Modular distance learning both make the parents and pupils in dilemma of understanding the lesson written on it. Guided reading is effective for the pupils with low level of comprehension and reading skills.

To let the pupils continuously engaged in learning process while at home using the Self-learning modules in science, teacher-made audio instructions guided them to understand the lesson content on it. Recorded voice of the teacher reading and explaining the Science content allows the learners to focus and follow the text in their module. According to Bates 2019, on his books Teaching in A Digital Age, added flexibility and learner control means that students will often learn better from prepared audio recordings combined with accompanying textual materials (such as a web site with slides) than they will have from a live classroom lecture. In this way, pupils will be best guided with the audio-recording of the lesson while following on their modules' texts.

Despite the set-up of the Distance learning, the presence of the teacher was made possible through the voice-recording. This is to aid comprehension difficulty of the pupils as they read and study Science at home. Reading of Science concepts in their SLMs in Science, made easy as they played and hear the audio-guided instructions made by the teacher.

According to Durbrigde 1984, in her research at the Open University, found that audio increased distance students' feelings of personal "closeness" with the instructor compared with video or test, i.e., it is a more intimate lesson. Hence, the teacher's presence

was still there through the guided audio materials for they able to hear the voice-recording. In pandemic period, everyone is prohibited to be in contact therefore pupils and teachers were also set to be limited on its interactions. Reading through text with comprehension became sole burden of the learners while at home.

These where reason why researcher became eager in conducting this study to prove the effectiveness of teacher's effort through audio- guided teaching increased reading comprehension of the pupils and proved its effectiveness as an aid in guiding them to enjoy reading Science concepts.

Science Teachers had the biggest role and had primary obligation to make every pupil understand Science concepts with comprehension and helped in the reading development.

## **METHODOLOGY**

Learners under modular learning found difficulties in understanding Science concepts by themselves as they engaged in reading the written text only and answered the assigned learning tasks. Despite the physical absence of the teacher, audio instructions became as an effective supplemental material as guided-teaching approach. And so, the researcher undergo on this study to improve the comprehension level and understand Science concepts.

The researcher conducted surveys and interviews with the parents as to how pupils answer Science activity at home and how well they understood the concepts. Pre-test were given to the learners as the basis of this study. Data were collected, tabulated, and analyzed. It was followed by the implementation of the Project U.S.E (AI) which served as audio instructions and as guided-teaching approach. The weekly posting and uploading of the audio instructions were done through the FB messenger and google drive for an accessible way. Audio instructions were in a Taglish medium to let the pupils understand the English text on their module.

## RESULTS

These were the results of the pre and post-test in Science 6 for the 3<sup>rd</sup> quarter. According to the Pre-test result by the respondents. 25% or 6 pupils had satisfactory performance in reading Science concepts and 75% or 15 of them performed fair in their reading comprehension level. None of the respondents performed outstanding and very satisfactorily and nobody belong to poor comprehension level. The result was expected before the implementation of the project since the pupils have difficulties in reading written concepts in science.

After the implementation of the project, post-test was given to the It is clearly evident that 5 or 25% of the Grade 6 pupils remarked an outstanding performance in comprehension level. 13 pupils or 65% of them showed a very satisfactory performance in understanding Science concepts. 2 pupils or 10% of them belong to satisfactory level. None of the pupils showed satisfactory or poor based on this table.

Based on the percentage shown on the above table of Pre-Test and Post Test result, reading comprehension of the respondents increased. 90% or 18 out of 20 respondents shown remarkable performance in understanding Science concepts through listening on audio instructions. respondents.

## DISCUSSION

Low level of comprehension or performance in reading affects the way of how learning Science concepts must be. Reading through text of the modules often time boring for learners at home and learning tasks were done carelessly.

The implementation of this project was conceptualized during the modular distance learning to help the learners understand Science concepts. Learners under modular distance learning were guided by the teacher-made audio instructions by which creativeness of the voice in delivering comprehensive

explanation of the concepts were made accessible to the learners.

It was observed that no respondents performed poor in reading after the implementation. The effectiveness of the Project USE was evident based on the result and improvement were remarkable.

This study concluded that the use of audio-instruction materials as guide of the pupils in learning science increases their comprehension level. Moreover, the guided -teaching through audio instructions served as supplementary materials to the pupils. Motivating pupils to engage in learning concepts through reading is very challenging, but with teacher's dedication to spread the love and care to them, we must take our steps to create an innovation to bridge the gap between pupil's level of interest and their level of engagement. Despite the absence of teacher's physical appearance with them, we can continuously hold the closeness with them too. Our own voices, as a teacher served as melodious sound of teaching to our dear pupils as we continuously guiding them to develop their good reading habit and develop good comprehension skills.

## ACKNOWLEDGEMENTS

The researcher wished to express her heartfelt gratitude to his school head, Marivic A. Gudoy and to EPS in Science, Ronaldo P. Bago, for trust and support. Rosalie O. Ladanga, for her professional mentoring and advice. To my dear pupils and parents for their cooperation in the conduct of research. To our, Dear God for spiritual strength and keeping me well.

## REFERENCES

- Durbridge, N. (1984) Audio-cassettes, in Bates, A. (ed.) The Role of Technology in Distance Education London/New York: Croom Hill/St Martin's Press

Bates, W.A (October 10, 2019) Teaching in a Digital Age: Guidelines for Designing Teaching and Learning

[https://www.researchgate.net/figure/Example of a 5-point Likert scale in the quantitative survey\\_fig2\\_259450336](https://www.researchgate.net/figure/Example-of-a-5-point-Likert-scale-in-the-quantitative-survey_fig2_259450336)

<https://www.wordtemplatesonline.net/how-to-prepare-a-likert-scale-free-templates>