Exit Card Version 2.0: A Remediation Program to aid Grade Six Diego Silang of San Francisco Elem. School in Dividing numbers S.Y. 2019-2020

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ABSTRACT

This action research aimed to remediate Grade Six Diego Silang on the Division Skills in their Mathematics performance. This was done through the utilization of Exit Card Version 2.0, a daily Math activities which aimed to improve further their Math skills in terms of speed and accuracy in Division of numbers.

The study used 39 Grade six learners from Diego Silang of San Francisco Elementary School Binan City as the respondents of the study. The sample was purposely taken as the researcher specifically used the grade six learners. The quantitative method was used in this action research using the teacher – made test as the primary instrument in data gathering. The data collected in this study was organized and classified using the descriptive – comparative research design. The data collected were encoded, tallied and tabulated to facilitate the presentation and interpretation of results using the frequency, percentage method, and descriptive statistics.

Results divulged that the pre-test of the students showed that the group had the need to develop the aforementioned skills prior to the implementation of the action research. The post-test or last week Exit card evaluation showed that the level of mathematical skills of the students had increased when the teacher - researcher utilized the exit cards as remediation activities. The results implied that the use of exit cards was effective.

Based on the results, the researcher recommends that school Math teacher has the biggest role and has primary obligation to the victory of the challenged skill which focus in dividing 2-3 digit by 1 or 2 divisor which also include to the 5-item exit card are division of fraction, decimals and problem solving. Hence, the Grade Six Mathematics teachers must use the Exit Card Version 2.0.

INTRODUCTION

Numeracy is an important foundation of learning in every school. This is a usual step to become a successful adult in today's and tomorrow's world and believe it or not we use our numeracy skills every day at work, at home, and at leisure. It means that if all students are numerate they can confidently compute on paper, in their heads and by using technology, they can estimate and solve problems in different situations.

Like writing, learning numbers must be a weapon in understanding and to develop the totality of an individual. Hence, school administrator, teachers should promote effective teaching-learning process and to ensure that all teachers give contribution to all children's numeracy, as well as parents participation and cooperation are likewise needed.

Numeracy is a mastery which involves the skills in Mathematics that can use in solving problem in everyday life. It is the ability to do arithmetic operations. In a wide sense students should gain mastery or numeracy at elementary level or before they start their high school days. If not, remediation program shall take place.

To aid the pupils with difficulty in four fundamental operation, they must be given remedy which can be a great help to level up their mathematical thinking because basic operations play an important role in all skills acquired in different grade level. For this, students may attempt to develop high level of accuracy and speed in computing numbers by getting their much attention and perhaps full concentration within a target, that is to utilize paper or card before going out to the school perimeter, a challenge to be accepted.

Practicing Daily Math problems will result to a great improvement. Challenge to be more capacitated to compute better under pressure to aim for a target time with enjoyment will be a wise step to aid students to fill gaps on division or other basic operations. In addition, there are many engaging tasks could use to attach students to learn Math but at the same time enjoy and had fun.

We believe that successful mathematics students need to be adept in both automaticity of facts and understanding of concepts. "Automaticity is students' ability to effortlessly recall a fact. If students are automatic, they have successfully committed the facts to memory" (O'Connell & SanGiovanni, 2011, p. 2). Math automaticity needs practice – "understanding is developed first, with practice for fluency coming later" (O'Connell & SanGiovanni, 2011, p. 5). Developing students' mathematical understanding requires teachers to adopt an "instructional approach in which students investigate the meaning of facts through hands-on activities and thoughtful discussion, explore strategies to support their understanding of numbers, and then engage in strategic practice to memorize the facts" (O'Connell & SanGiovanni, 2011, p. 5)

Mathematics as a whole, plays an important role in the society. It builds a foundation of learnings and confidence. Mathematics is a way of life. It should not left behind by any school to develop and enhance in every student. All schools must have their program to give primary actions to gain in-depth knowledge of all aspect in Math. Definitely, basic operations should mastered through practice and next is to automatically understand it.

Learning through Exit slips/cards are ideal for capturing individual bursts of thinking; just when students think they cannot be heard or have nothing to share, exit slip writing can capture their ideas as they occur. Moreover, they can lead to self-reflective thought which in turn can strengthen individual interpersonal communication skills (Bafile, 2004).

According to Deped Order 47, s.2017 which amended Deped Order No. 18 which is all about the utilization of the 2017 every child a reader program funds for the early language, literacy, and numeracy program: Professional development component holds this research a salient for the researcher because of this mandated it will guarantee great impact and changes to the numeracy development of the children.

These are reasons why researcher became interested in conducting a study about the Exit Card Version 2.0: A remediation program to aid Grade six Newton of San Francisco ES. San Francisco Elementary School is a medium school in the City of Biñan. It has a total enrolment of 972 students and 25 faculty members. This study focuses on 36 or 75% low skills in division out of 48 students in Grade VI-Diego Silang. The target is to make 100% achievement rate in division skill among Grade VI-Silang this SY 2019-2020.

School Math Teacher has the biggest role and has primary obligation to the victory of the challenged skill which focus in dividing 2-3 digit by 1 or 2 divisor. Grade Six teacher named the Exit Card Version 2.0 which implies different activities.

METHODOLOGY

The Grade VI pupils section Diego Silang who are academically challenged in division skill of San Francisco Elementary School for SY 2019-2020 participated in the research.

There are 39 thirty-nine respondents in grade 6. All of them together with their parents and advisers will be asked to voluntarily participate in the research.

All enrolled Grade Six Diego Silang were given exit cards before going home in a week but only poor in division skills will undergo remediation process and some if there is high performing will serve as math buddy, whom secure parent's waiver. Observation of their feelings and attitudes will also be gathered as well as the academic progress of identified students with low performance.

Convenience sampling was used in choosing the respondents for this study. The respondents of the study were the (39) pupils of Grade VI Diego Silang for the SY 2019-2020 and (1) Math Teacher of Grade VI.

The researcher asked the permission to the School principal and parents of the learners to conduct the study. The researcher made the exit card exemplars, activity cards and game cards and Division SIM. the researcher also use observation records. This include the observation behaviour and analytical thinking of those who are non-numerates. Questionnaires, include statement about pupils' personal feeling about their mathematical abilities.

Respondents will also be interviewed to verify their responses in these data collection instruments.

The data collection through questionnaires / test / observation was done in (3) months by asking concerned school principal and low mastery pupils in division skill to answer the mentioned instruments as they transact with the unit within the time of study. As soon as all instruments are accomplished by the selected respondents, consolidation of results was done. These results disseminated to the office clientele.

The data that collected in this study was organized and classified based on the research design and the problems formulated. The data encoded, tallied and tabulated to facilitate the presentation and interpretation of results.

RESULTS

The frequency, percentage and rank distribution according to the first week was tabulated which is the Pre-Evaluation on

Division Skills of Grade Six Diego Silang respondents; 31 pupils or 80% ranked 1 with fair results with scores 20-49, 6 pupils or 15% ranked 2 with (50-70) and very satisfactory results ranked 3 with 2 respondents with 71-90 scores, and none of the respondents belong to 91-100, and nobody got Poor grade or 0 %.

Also, the frequency, percentage and rank distribution according to the last week or Post-Evaluation on Division Skills of Grade Six Diego Silang respondents were tallied and tabulated with the following results; 20 pupils or 51% ranked 1 with fair results with scores 71-90 or Very Satisfactory, 11 pupils or 28% ranked 2 with (50-70) Satisfactory results, ranked 3 with 8 respondents with 71-90 scores as Outstanding, and none of the respondents belong to 20-49 and nobody got Poor grade or 0 %

From these results the comparison of the pre-test and post test made it concrete evidence that implementing the Exit card version 2.0 played big changes in the math skills specifically in division skills.

DISCUSSION

Practicing Daily Math problems will result to a great improvement. Challenge to be more capacitated to compute better under pressure to aim for a target time with enjoyment will be a wise step to aid students to fill gaps on division or other basic operations. In addition, there are many engaging tasks could use to attach students to learn Math but at the same time enjoy and had fun.

Mathematics as a whole, plays an important role in the society. It builds a foundation of learnings and confidence. Mathematics is a way of life. It should not left behind by any school to develop and enhance in every student. All schools must have their program to give primary actions to gain in-depth knowledge of all aspect in Math. Definitely, basic operations should mastered through practice and next is to automatically understand it.

School Math Teacher has the biggest role and has primary obligation to the victory of the challenged skill which focus in dividing 2-3 digit by 1 or 2 divisor which also include to the 5-item exit card are division of fraction, decimals and problem solving. Grade Six teacher must used the Exit Card Version 2.0 which also implies the following activities: **5 item exit card before going home** which include division facts used to assess pupil's speed and accuracy in division and to distinguish who will undergo **one (1) hour** Remediation program in the afternoon, **1 (one) hour** Remediation program in the afternoon or after class includes the following activities: **Stairway to Math –** School stairs will be painted basic multiplication facts, each pupil who will undergo remediation will step and memorize the multiplication facts and then will go down to make multiplication facts into division facts. **Division Math Games** - Giving Activity Sheet/Card that has revealing the message, Where's my baby and other. **Math Buddy –** Giving partner to the students who undergo remediation who can help them to answer division exercises **Math SIM –** giving Strategic Intervention Materials on Division twice a week to the pupils who undergo the last phase of Remediation and **Math Rewarding.**

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