

Extended Activity Worksheet in Mathematics I in Langkiwa Elementary School



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ABSTRACT

Worksheet usually concentrates on one specific area of learning and is often used to practice a particular topic that has recently been learned by the pupils. It is a process aids in the learning process by allowing the pupils to explore the knowledge as well as providing a repetition of the lesson.

A quantitative experimental design with control and experimental group was utilized. A pretest was given to both groups prior to the worksheet given as intervention to the pupils. A worksheet was developed and was administered to experimental group. A posttest was given afterwards to both group. Data was gathered through quantitative analysis and interpreted.

Primarily both groups showed almost the same level of mastery. Subsequently, data showed that the experimental group who used worksheet attained an outstanding level of proficiency in their posttest. The methods and strategies used by the teacher to the parents in Experimental group was once a week Online Kamustahan to the pupils regarding to the difficulty of the MELC. Online Kamustahan was proposed solutions to still have a connection of the pupils to the teachers. For the learners feel that they are studying in school because there is a virtual teacher who guide them in answering the worksheet. The parents were also, assisted by the teachers in guiding their child to answer the activity through Online Kamustahan

Results showed that Online Kamustahan in experimental group played a vital role in this kind on learning modalities. Furthermore, it showed a positive feedback to the parents to have this kind of strategy in imparting the help of the teacher in their child in learning at home in this time of pandemic.

Keywords: worksheet, online kamustahan

INTRODUCTION

In the classroom setting, worksheets usually refer to a loose sheet of paper with exercises for students to complete and record answers. They are used in most subjects and have widespread use in Mathematics. Worksheet is a sheet of paper given by teacher students that lists tasks for the students to accomplish. Worksheets help learners to engage more thoroughly with specific elements both in classroom and in school.

In this time of pandemic, a new word that comes up is a New Normal as the DEPED Sec. Leonor Briones brought to us that we must ensure the education of the pupils, education that we must bring to the pupils because education never stop. Different modalities developed to ensure that we bring what is best to our students and in Langkiwa Elementary School the learning delivery modalities that we can give is a modular distance learning. Worksheet will be an effective tool in ongoing research to encourage the students to engage their utmost ability in mathematical concept. Worksheet will be use to introduce as a new material also for the parents which also is into the learning of their child.

Worksheet can provide a support system for teachers who share resources, ideas and support interaction through: developing a study habits among students, making initiatives in allowing a student to learn at his own.

According to Zaki (2016) worksheets for kids have been used by educators to develop logical, lingual, analytical, and problem-solving capabilities. It is a proven fact that children learn quickly in their formative years than at any time in their life. As a result, parents and educators give special importance to grooming kid's mind between 3 to 7 years of age who can be easily molded to confident youngsters.

Worksheets for kids are an essential resource for teaching fundamental concepts of various subjects. Therefore, starting early with nursery worksheets can strengthen the foundation of knowledge for kids from 3 years to 7 years. Preschool worksheets for kids are a great way to reinforce the learning done in class for important subjects such as EVS, English, phonics, Maths, Life skills and GK.

In today's age where kids are glued to digital devices, let them disconnect and benefit from the beauty of a stimulating activity. Engage them to learn something valuable. Transform their learning experience with the simple, fun and creative worksheets for kids.

Worksheets are great resources to enhance a child's intellect, imagination, handwriting and finer motor skills. Utilize an effective, enjoyable and creative way to elevate a child's brain capacity and augment their knowledge with personalized worksheets for kids.

The researchers come up in this study to monitor the performance of the student specifically, one because the learners will study at home with their parents, guardians and elder siblings. The competency was the difficulty of learning for the pupils. Another reason is the lack of readiness of the child in the topic of with regrouping in addition and in subtraction, most parent also admitted it is because of the age of their child and they will tell the teacher they will improve it in Grade Two because if we push them to learn the topic my child will show the lack of interest to go to school.

In this time of pandemic it is necessary for the teacher researchers to monitor the performance of our pupils in this particular topic in Mathematics with

the use of an effective and localized worksheet which is align in Most Essential Learning Competencies.

METHODOLOGY

In this study, the researchers utilized quantitative experimental design in the purposive sampling technique. Both group was given a pretest and posttest. The researchers used this method to determine the level of the pupils in Mathematics and the effectiveness of the extended activity worksheet.

The respondents of the study were two heterogeneous sections of Grade One pupils with the population of 60 within the Second Quarter of the School Year 2020-2021. For ethical issues, the researcher informed and secured the permissions from the parents/guardians of the respondents about the research procedure.

The assessment test and worksheet were the main instruments of this study. The self-constructed worksheet was forwarded to the adviser that the researchers construct for their suggestions.

To determine the performance of the respondents, a test instrument was constructed prior to the lesson and knowledge of the pupils to which were used as a reference in determining the increase of the performance of the pupils in the competency.

The test was composed of twenty multiple choices. They were based on the learning competency of the Second Quarter lessons: MELC 1 Problem Solving in Addition with or without regrouping, MELC 2 Illustration and Taking away MELC 3, Problem Solving in Subtraction with or without regrouping. The pre-test assessed the prior knowledge of the pupils in the competency in MELC. Afterwards, the worksheet was given in experimental group and module was answered by the control group, the respondent took the posttest to measured their knowledge in the competency.

RESULTS

The study tested the significant between the pre-test and post-test. Mean were used in the analysis of the data.

Table 1.1 Level of Pupils in Pre-test and Post-Test in Mathematics in MELC 13
Visualizes and solves one-step routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem-solving strategies.

| LEVEL OF PROFICIENCY | RANGE OF SCORES | CONTROL GROUP (MODULE) | | | | EXPERIMENTAL GROUP (WORK SHEET) | | | |
|--------------------------|-----------------|------------------------|-----|-----------|-----|---------------------------------|-----|-----------|-----|
| | | PRE-TEST | | POST-TEST | | PRE-TEST | | POST-TEST | |
| Outstanding | 5 | 6 | 20% | 16 | 54% | 13 | 43% | 20 | 67% |
| Very Satisfactory | 4 | 4 | 13% | 12 | 40% | 13 | 43% | 8 | 27% |
| Satisfactory | 3 | 7 | 23% | 1 | 3% | 3 | 10% | 1 | 3% |
| Fairly Satisfactory | 2 | 8 | 27% | 1 | 3% | 1 | 3% | 0 | 0% |
| Did Not Meet Expectation | 1 | 5 | 17% | 0 | 0% | 0 | 0% | 1 | 3% |
| Total no. of pupils | | 30 | | 30 | | 30 | | 30 | |
| MEAN | | 2.93 | | 4.3 | | 4.26 | | 4.43 | |
| MPS | | 59% | | 87% | | 86% | | 89% | |

Table 1.1 illustrates the achievement scores of the pre-test and post-test of the pupils in MELC 1 (state the MELC). It can be gleaned in table, that 8 or 23 % of the pupils in module group fall under range of score 2 interpreted as Fairly Satisfactory but it became 1 or 3% in post-test. 7 or 23% of the pupils went to range of score 3 interpreted as satisfactory but it decreased to 1 or 3% in post-test. 6 or 20% fall under range of score 5 interpreted as outstanding but it increased to 16 or 54% of the pupils in post-test. 5 or 17% fall under 1 mean of score interpreted as Did Not Meet Expectation but it became 0 in post-test.

In general, the pre-test has a mean of 2.93 or 58.6% of mean percentage score interpreted as fairly and it increased to 4.66 or 93% of mean percentage score in the post-test interpreted as Very satisfactory.

It shown in the interpretation that in the post-test, majority of the pupils got the score 4 and above after the pupils have studied the module. However, there were still 2 pupils who were got 3 and below and they are the pupils who were not guided during the module time due to parents are working.

It shown in the table, that 13 or 43 % of the pupils in worksheet group fall under range of score 5

interpreted as outstanding but it became 20 or 67% in post-test. 13 or 67% of the pupils went to range of score 3 interpreted as satisfactory but it decreased to 1 or 3% in post-test. 1 or 3% fall under range of score 1 interpreted as Fair Satisfactory but it decreased to 0 or 0% in post-test.

In general, the pre-test has a mean of 4.26 or 85% of mean percentage score interpreted as very satisfactory and it increased to 4.43 or 89% of mean percentage score in the post-test interpreted as Very satisfactory.

The interpretation reveals that in the post-test, majority of the pupils got the score of 5 after the pupils have utilized the worksheets. However, there were still 2 pupils who were got 3 and below and they are the pupils who were not guided during the studying time due to parents are working.

Table 1.2 Level of Pupils in Pre-test and Post-Test in Mathematics in MELC 14

Illustrates subtraction as taking away or comparing elements of sets.

| LEVEL OF PROFICIENCY | RANGE OF SCORES | CONTROL GROUP (MODULE) | | | | EXPERIMENTAL GROUP (WORKSHEET) | | | |
|------------------------------|-----------------|------------------------|------------------------|------------------|--------------------------|--------------------------------|---------------------|-----------|-----|
| | | PRE-TEST | | POST-TEST | | PRE-TEST | | POST-TEST | |
| | | Outstanding (O) | Very Satisfactory (VS) | Satisfactory (S) | Fairly Satisfactory (FS) | Did Not Meet Expectation (D) | Total no. of pupils | MEAN | MPS |
| Outstanding (O) | 5 | 7 | 23% | 15 | 50% | 12 | 40% | 21 | 70% |
| Very Satisfactory (VS) | 4 | 5 | 17% | 11 | 36% | 13 | 43% | 7 | 24% |
| Satisfactory (S) | 3 | 8 | 27% | 2 | 7% | 4 | 13% | 1 | 3% |
| Fairly Satisfactory (FS) | 2 | 8 | 27% | 2 | 7% | 1 | 4% | 0 | 0% |
| Did Not Meet Expectation (D) | 1 | 2 | 6% | 0 | 0% | 0 | 0% | 1 | 3% |
| Total no. of pupils | | 30 | | 30 | | 30 | | 30 | |
| MEAN | | 3.23 | | 4.3 | | 4.2 | | 4.57 | |
| MPS | | 47% | | 86% | | 84% | | 91% | |

Table 1.2 shows the score of pupils in pre-test and post-test in both control and experimental group in illustrating subtraction as taking away or comparing elements of sets.

Pre-test in control group observed a mean score of 3.23 (47%) with satisfactory as level of proficiency. It denotes that pupils need more activities to master the said MELC. Data shows that 8 (27%) pupils scored 3 satisfactory and 2 fairly satisfactory, 7 (23%) pupils scored 5 outstanding, 5 (17%) pupils scored 4 very satisfactory and 2 (6%) pupils scored 1 did not meet the expectation in the level of proficiency.

Post-test in control group obtained 4.3 (86%) with satisfactory as level of proficiency. Data disclosed that 15 (50%) pupils scored 5 outstanding, 11 (36%) pupils scored 4 very satisfactory, 2 (7%) pupils scored 3 satisfactory and 2 (7%) scored 2 fairly satisfactory in level of proficiency.

Pre-test in experimental group observed a mean score of 4.2 (84%) with very satisfactory as level of proficiency. It denotes that pupils need more activities to master the said MELC. Data shows that 13 (43%) pupils scored 4 very satisfactory, 12 (40%) pupils scored 5 outstanding, 4 (13%) pupils scored 3 satisfactory and 1 (4%) pupil scored 2 fairly satisfactory in the level of proficiency.

Post-test in experimental group obtained 4.57 (91%) with very satisfactory as level of proficiency. Data disclosed that 15 (50%) pupils scored 5 outstanding, 11 (36%) pupils scored 4 very satisfactory, 2 (7%) pupils scored 3 satisfactory and 2 (7%) scored 2 fairly satisfactory in level of proficiency.

It can be observed that the pre-test and post-test in the experimental group is higher than pre-test and post-test in control group. It implies that the pupils can perform higher if they practice the activities through the help of worksheets. Kaymakci stated that instructional materials play an important role in ensuring the effectiveness of teaching and learning

activities. Worksheet is a kind of printed instructional materials that is prepared and frequently used by teachers to help students to gain knowledge, skills, and values by providing helpful comments about the course objectives and enabling students to engage in active learning-by-doing in and out of the school.

Table 1.3 Level of Pupils Pre-test and Post-test in Mathematics in MELC 14
Visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18(basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping

| LEVEL OF PROFICIENCY | RANGE OF SCORES | CONTROL GROUP (MODULE) | | | EXPERIMENTAL GROUP (WORK SHEET) | | |
|--------------------------|-----------------|------------------------|-----|-----------|---------------------------------|------|-----------|
| | | PRE-TEST | | POST-TEST | PRE-TEST | | POST-TEST |
| | | 3 | 10% | 16 | 53% | 10 | 33% |
| Outstanding | 5 | 3 | 10% | 16 | 53% | 10 | 33% |
| Very Satisfactory | 4 | 13 | 43% | 9 | 30% | 10 | 33% |
| Satisfactory | 3 | 14 | 47% | 3 | 10% | 2 | 7% |
| Fairly Satisfactory | 2 | 0 | 0% | 2 | 7% | 5 | 17% |
| Did Not Meet Expectation | 1 | 0 | 0% | 0 | 0% | 3 | 10% |
| Total no. of Pupils | | 30 | | 30 | | 30 | |
| MEAN | | 3.63 | | 4.3 | | 3.63 | |
| MPS | | 73% | | 86% | | 73% | |
| | | | | | | 88% | |

Table 1.3 illustrates the achievement scores of the pre-test and post-test of the pupils in MELC 13 in Control Group. It can be gleaned in the table that 14 or 47% in module group it ranges of scores 3 it was Satisfactory as interpreted but upon the post-test it falls in 3 or 10%, and 13 or 43% in ranges of scores 4 it was Very Satisfactory as interpreted it and in post-test it falls again in 9 or 30% and in ranges of score in 5, the pupils got 3 or 10% as interpreted as Outstanding and in post-test it increased in 16 or 53%. But there was 2 or 7% in ranges of scores in 2 that interpreted as Fairly Satisfactory.

In general, the pre-test has a mean of 3.63 or 73% of MPS as interpreted as Satisfactory and in posttest as 4.3 or 86% of MPS as interpreted as Very Satisfactory.

It shown in the interpretation that during the post-test most of the pupils increased the scores it is

because they already studied the lesson with the guidance of their parents and guardian. However, there are still 2 or 7% of the pupils got a Fairly Satisfactory, probably because the guardian or parents is not around to guide their child in module.

When parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend more time together. (Chang and Yanno,2020) The above studied was relatively the effect of the score of the pupils in the control group, where their parents guided them in their lesson.

In the experimental group, it shows that 3 or 10% who answered in worksheet that ranges in score of 1 interpreted as Did Not Meet Expectation and none in post-test, and 5 or 17% and ranges in score of 2 interpreted as Fairly Satisfactory and in post-test it decreased in 1 or 3% and 2 or 7% as Satisfactory10 or 33% of pupils who answered in worksheet that ranges in score of 4 and interpreted as Very Satisfactory and in post-test it was decreased in11 or 37%. Lastly, there is 10 or 33% ranges in score of 5 and interpreted as Outstanding and it increased in post-test as 16 or 53% same as interpreted in pre-test.

In general, the pre-test in experimental group has a mean of 3.63 or 73% of MPS as interpreted as Satisfactory and in post-test the mean has 4.4 or 83% of MPS as interpreted as Very Satisfactory.

It shown in the interpretation that the pupils increased the score with the help of worksheet as a modality of their learning together with their parent. It was supported by the study of Sumaoang 2020, stated that teachers should re-evaluate the modules, and they must make sure that all the lesson or activities are appropriate to the needs of the pupils.

Every activity also has a very clear instruction enough to understand by the learners.

Online Kamustahan was also an impact to collaborate their idea to the lesson with their teacher and classmate. It was supported by the research study of Bhamani, S.,MAkhdoom A.,Bharuchi, V. 2020 that online schooling with parental support guideline could help in improving the bond between children and their parents to understand the lesson.

DISCUSSION

Worksheet may be employed by the teachers to enhance the academic performance of the pupils. They may adapt it as a resources to the learning of the pupils, it may be additional burden to create a worksheet, but the beneficial will be for the pupils.

Online Kamustahan also a strategy to communicate to the parents to help them in guiding to their child to understand the lesson.

In this time of new normal in education we must be creative as a teacher, there will be a difficulty in this time but the teachers must find ways to help them there is the use of social media it will be an advantage to use to extend our help to them.

Online teaching once week may consider to have a building rapport between the teachers and pupils to have still a connection and it may feel by the pupils that there is a still a teacher who teach them even they are in their home learning situation today.

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