Effects of VOICES strategy in the performance of grade three learners in science

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Abstract

This study aimed to present the effects of VOICES strategy in the performance of grade three learners in Science of Angono Elementary. The respondents of the study were thirty-seven (37) grade three-Talisay pupils. This study used the Pretest and Posttest based from the MELCs of the 3rd Quarter in Science 3. The result of such test was used to determine the effect of using the VOICES strategy to the learning outcome of the pupils. In this study, it showed that the use of VOICES really piqued the interest of the pupils in the learning process. So, the use of VOICES is an effective strategy in the teaching and learning process during this time of pandemic. It showed that after exposure to the VOICES strategy, there is an increase in the result in the posttest. It is therefore recommended that it could be used in all subject areas in all grade levels. Action plan crafted based upon the result of the study and from the suggestions and recommendations drawn in the course of implementation. It could be discussed during LAC sessions in the school, benchmark to other schools in the district, and results of the study can also be presented during the program, in meetings, conferences and even publish in journals of the school or district. In this study, it showed that the use of voice clips really piqued the interest of the pupils in the learning process.

Keywords: strategy, VOICES, performance, grade three learners, science

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1. Context and rationale

As answer to the call to the new normal situation in the field of education, various guides and programs were implemented in response to the various needs of the educational situation. Challenges and would be aspirations of the school in this time of pandemic will serve as the baseline data because education is a continuous process. With the implementation of the different learning delivery modalities, teachers were able to come up with strategies that will make sure that learning will still take place. However, teachers really find difficulties in implementing these strategies since it is their first time to have the blended type of learning modality. The situation calls for teachers to create instructional materials for them to reach out their learners.

Information and Communication Technology through computer teaching plays a key role in the modern systems of today's education with the help of recorded videos (Ching & Roberts, 2020). Students find it easier to refer to the various videos than searching for information in different reference books. The traditional process of learning has gone beyond learning from prescribed reference textbooks. With the large impact and advantages of utilizing information and communication technology in educational system, it is high time to utilize it in teaching-learning process and the system should have program relevant to today's era.

Kumar (2007) conducted a study on "Impact of Electronic Media in Distance Education: A Study of Academic Counsellor's Perception". The results of this study revealed a positive perception of academic counsellors regarding the impact of electronic media on various activities associated with teaching learning process in Distance Education. The perception of counsellors varied depending on the programs and the level they were associated with. The counsellors of computer program reported a relatively more positive impact as compared to others. Within the given academic activities, a higher degree of improvement in developing the skill of understanding the fact was felt by all counsellors counselling at UG level, while PG counsellors believed that electronic media were relatively more helpful in improving the overall performance of the learners.

The study also indicated a high positive relationship between the media available at study centers & media used by the counsellors and number of media used by the counsellors. It means the greater the media available; the higher will be their effective utilization by the counsellors and more positive will be the perception of counsellors regarding impact of electronic media on distance education system. Therefore, steps such as availability of various media at the study centers; provision of requisite infrastructure & supporting technologies for use of various media; and developing the skill and attitude in counsellors/educators to handle the various media etc. should be taken for providing better academic support to the learners.

Advances and increased availability of computers have altered and expanded the field of second/foreign language education. Computers can now be used in language laboratories where the main end is improving students" speaking and listening comprehension. From this perspective, CALL can be seen as an approach to teaching and learning foreign languages whereby the computer and computer-based recourses such as the internet are used to present reinforce and assess material to be learned through providing learners with various sources of reference.

Crook (2008), suggested in his study, that educators need to consider carefully how their design of learning materials creates opportunities for the cultivation of affect and reflect on how their vice gets expressed in the outcome of materials design. Teachers really play a significant role to this aspect where most make a wise decision in selecting different effective strategies and interactive instructional materials which will really contribute to the improvement of the teaching learning process and the performance of the education clientele, the learners (Ching & Roberts, 2020). Flottemesch (2000) stated that advance technology can be used to enhance communication and overcome the isolation of distance.

2. Innovation, Intervention and Strategy

The proposed strategy of this study utilized the VOICES (Voice Over Instruction in a Challenging Educational Situation). As defined by Wikipedia, Voice-over is a production technique where a voice—that is not part of the narrative —is used in a radio, television production, filmmaking, theatre, or other presentations. The voice-over is read from a script and may be spoken by someone who appears elsewhere in the production or by a specialist voice talent. The teacher will be the one who will do the voice over on a video clip which will be utilized by the learner. Not only do voice overs provide narration to a variety of audio and video productions, they also alter the effectiveness of content and provoke thought and emotion in viewers and listeners. The power of voice overs offers an effective way to pique the interest in a certain audience and spread information (CMD, 2016). A voice over provides a direct line between the characters and the audience, which can be used to better tell the story that the filmmaker wants told. If a voice over comes from a character, the voice over is inherently subjective and provides a skewed perspective on the story events. A great voice-over will, first and foremost, emotionally communicate what your video is about. Whether it's a narrator telling a story, asking the audience a question, or rallying a community to a cause, the voice-over should be passionate, clear, concise, and most importantly, important to the narrative. Voice over will be utilized to the competencies intended to be learned by the learners.

2.1 Action Research Questions

This study determined the effects of utilizing VOICES (Voice Over Instruction in a Challenging Educational Situation) strategy in the performance of Grade Three learners in Science for the School Year 2020-2021. Specifically, it answered the following questions:

➢ What is the level of performance of the Grade Three pupils before and after their exposure to VOICE strategy with respect to the following lessons? describe the position of a person or an object in relation to a reference point such as chair, door or another person; describe the different uses of light, sound, heat and electricity in everyday life.

➢ Is there significant difference on the level of performance of the Grade Three learners before and after their exposure to VOICE strategy

➢ Based on the findings, what plan of action may be proposed to improve the learners' performance in Science III

3. Action Research Methods

3.1 Participants and/or Sources of Data

The researcher utilized the thirty-seven (37) learners of Three-Talisay for the school year 2020-2021 as the subject of the study.

3.2 Data Gathering Methods

This study utilized the pretest and posttest as a research instrument. The pretest and posttest consisted of twenty (20) items each with respect to different lessons such as: "describe the position of a person or an object in relation to a reference point such as chair, door or another person; and describe the different uses of light, sound, heat and electricity in everyday life" which will be in the form of multiple choice type test. The scores of the pupils for the pretest posttest will be the main sources for the level of learning gained by the respondents before and after exposure to the VOICES strategy.

To determine the level of performance, the following scales were used:

Performance Level Scale	Interpretation
16.00 - 20.00	Outstanding
12.00 - 15.99	Very Satisfactory
8.00 – 11.99	Satisfactory
4.00 – 7.99	Poor
0 – 3.99	Did Not Meet Expectation

The table of specification was developed which served as a guide in construction of test items where sixty percent (60%) belong to Easy, thirty percent (30%) Average and ten percent (10%) Difficult. In conducting the research, permits were secured by the researchers in order to have the access of various data. The parents of the pupils were informed that their children will undergo experiments on the class. They were also informed that the answers of the respondents on various tests will be kept confidential.

4. Discussion of results and recommendations or reflection

Table 1

Level of Performance

Performance Scale	Interpretation	MELC 1				MELC 2			
		Pretest	Percentage	Posttest	Percentage	Pretest	Percentage	Posttest	Percentage
16.00-20.00	Outstanding	5	13.51	28	75.68	9	24.32	29	78.38
12.00-15.99	Very Satisfactory	10	27.03	6	16.22	9	24.32	8	21.62
8.00-11.99	Satisfactory	10	27.03	3	8.11	112	32.43	0	0.00
4.00-7.99	Poor	12	32.43	0	0.00	7	18.92	0	0.00
0-3.99	Did Not Meet Expectation	0	0.00	0	0.00	0	0.00	0	0.00
		37		37		37		37	100.00

Table 2

Mean Scores of Pretest and Postest for MELC #1

	PRE TEST	POST TEST
N	37	37
Mean	10.64865	16.62162
Mean Percentage Score	53.243243	83.108108
SD	4.1992033	2.684805

Table 3

Mean Scores of Pretest and Postest for MELC #2

	PRE TEST	POST TEST
N	37	37
Mean	11.16216	16.43243
Mean Percentage Score	55.81081	82.16216
SD	4.3920374	2.16857158

Table 4

Significant difference on the pretest and post test results

	Mean	Mean Difference	T	Level of Significance	Interpretation
MELC #1					
Pre- Test	10.64865				
Post Test	16.62162	-5.97297	-7.1904	.00001	Significant
MELC #2					
Pretest	11.16216				
Post Test	16.43243	-5.72027	-6.48883	.00001	Significant

Interpretation - An independent-samples t-test was conducted to compare the pretest and posttest means of

Grade 3 pupils in selected MELC's competencies. For MELC # 1, there was a significant difference in the scores for pretest (M= 10.64865) and posttest (M= 16.62162) with t value=7.1904, *p*-value = (greater than) .00001. For MELC # 2, there was a significant difference in the scores for the pretest (M=11.16216) and posttest (M=16.43243) with the t-value of -6.48883 and *p* value = (greater than) .00001. There results suggest that the VOICES strategy employed in carrying out the lesson was effective.

4.1 Plan for dissemination / advocacy

OBJECTIVES	ACTIVITY/IES	SUCCESS INDICATOR	PERSONS INVOLVED	TARGET DATE	REMARKS
To get the level of acceptability of the output for utilization	Getting level of acceptability of the output for utilization	High level of acceptability of the output	School Head Researchers Teachers of Science	March, 2021	VOICES Intervention Materials are ready for utilization
To provide the output for utilization	Distribute the materials for utilization.	Compiled materials for utilization	School Head Researchers Teachers of Science	April, 2021	Utilization of VOICE Intervention Materials

5. Recommendations

➢ Thorough training of teachers in using the VOICES Strategy should be planned to effectively execute and gain maximum benefits from it.

➢ It is recommended that the project be used and implemented in all subject/learning areas in all grade levels.

➢ An in- depth research similar to the project must be made in order to meet the demands and challenges of the present time.

Action Plan

AREA CONCERN	OBJECTIVES	KEY STRATEGIES	TIME FRAME	PERSONS INVOLVED	PERFORMANCE INDICATOR
Pupils Development	To improve the performance level of learners	VOICES	September-June	Pupils Teachers Parents	Active participation of pupils/ submission of worksheets on time
Teachers Development	Train teachers in teaching using VOICES	SLAC	May - March	Teachers Principal MT's	100% participation and commitment
Curriculum Development	To enhance and to uplift for the 21st century learners and skills in the new normal	SLAC	September-June	Teachers Principal MT's	Zero dropouts

6. References

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