

RAS (REFLECTIVE ANALOGY AND SUMMARY): A STRATEGY TO ENHANCE GRADE 7 STUDENTS' LITERARY SKILLS



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Abstract

Part of the string of abilities or skills that need to be developed and enhanced among learners is their understanding and appreciation of literature. Along this line, the researcher explored the effects of the strategy, R.A.S. (Reflective Analogy and Summary), in enhancing Grade 7 students' literary skills. The study employed the quasi-experimental research design with experimental and control groups of 30 participants each from Tuguegarao City Science High School, Cagayan National High School, and Linao National High School - schools in the Division of Tuguegarao City with Special Science Curriculum. After four (4) online sessions, the post-test was given to the students; since both groups are not normally distributed, the researcher employed non-parametric tests. Results showed that the post-test scores of the students in the experimental group were significantly higher than those of the control group students. Moreover, the post-test scores are significantly higher than the pretest results. With these, it can be concluded that using RAS enhances Grade 7 students' literary skills more effectively.

Keywords: Reflective Analogy and Summary, Literary Skills

I. INTRODUCTION

All human connections are built on the foundation of language. Interactions are basically founded on people's ability to communicate successfully with one another and language is used to make sense of and convey information in diverse contexts and participate in complex communities to get a better understanding of its significance in their personal lives and their cultures; thus, the ultimate function of language teaching and learning in the Philippines.

The K-12 curriculum in English, embedded in Republic Act No. 10533, is strongly anchored on the development of effective language arts and multiliteracies for its learners as it recognizes the indispensable need for communication and various forms of literacy at work in today's society. In its framework, part of its components is on effective language use, which further highlights the necessity of understanding cultures. Further, this tackles the learning of English language through text types and exposure to different cultures via literary appreciation. Part of the string of abilities or skills that need to be developed and enhanced among learners is their understanding and appreciation of literature.

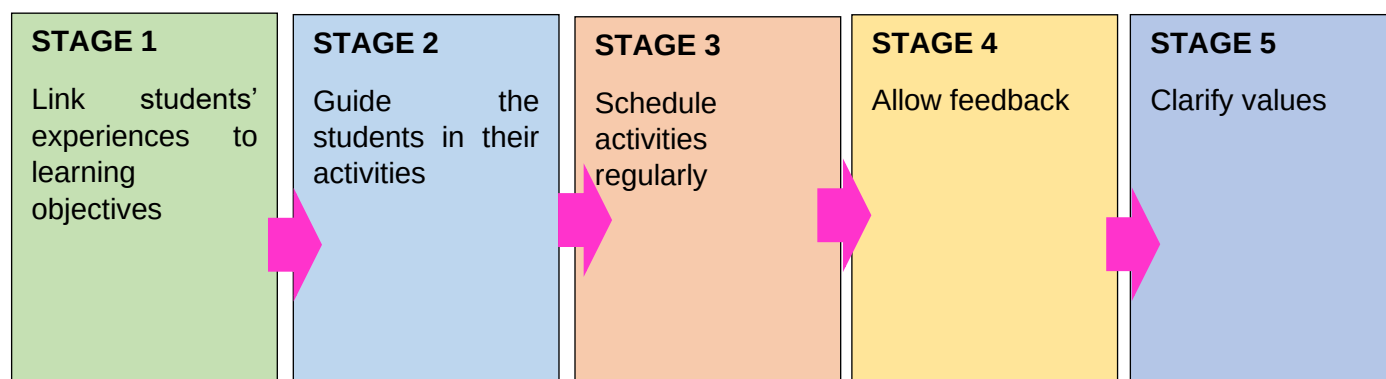
In the case of grade 7 students at Tuguegarao City Science High School, one of the competencies expected of them to master is to explain how a selection may be influenced by culture, history, environment or other factors in Philippine literature. However, based on the observations and teaching journal made by the proponent for the previous academic years and the results of their oral and written tasks, learners have consistently exhibited that they do not have a full grasp of this competency. Furthermore, based on the reflections made by other English teachers in other schools such as Cagayan National High School and Linao National High School, their learners have shown poor test results and the quality of outputs submitted is not satisfactory probably because this entails the integration of different literary skills such as vocabulary development, reading comprehension, writing, and even speaking. The interlocking skills appear to be a major challenge on their part (Celce-Murcia, Brinton, & Snow, 2014). Collie and Slater (2001) added that if there is difficulty regarding language level, there is also difficulty in learning literature.

Since teaching-learning literature to develop those literary skills confronts the language classroom of Filipino learners, solutions need to be formulated. Considering the dictates of the learning setting, the proponent deems it highly necessary to use the Reflective Analogy and Summary (RAS) to resolve the problem, specifically on helping grade 7 students explain the impact of various factors in the content of Philippine literary pieces.

The proposed strategy, Reflective Analogy and Summary (RAS) is anchored on Kolb's Experiential Learning Theory (1984) particularly on the Reflection Stage or 'thinking' stage. Reflective observation gives significance to the above experiences and assists the learners in connecting the concepts to other types of information and experience their particular knowledge structure (Leung and Kember, 2003). In the perspective of Sluijsmans, Dochy, and Moerkerke (1998), reflection in the form of self-assessment develops lifelong learners. Further, reflective writing as a pedagogical

strategy allows the students to connect their thoughts and experiences with didactic content to have a better grasp of both (McGuire, et al., 2009). Moreover, considering the new normal in education plus the age of digital learning, timely tools for the teaching of literature should be used (Nanquil 2020; DedEd Order 21, s. 2019).

Taking all these points into account and Hatcher and Bringle's (2000) guidelines, the proponent will work on the following framework:



Stage 1 – Present the lesson objectives to the students in advance. Give them a handout of the Philippine literary pieces to be discussed in class. Each reading selection should come with a reflection assignment.

Stage 2 – Tell the students that they will reflect on each literary selection. Their output could come in the form of summaries or analogies. Summaries or analogies could be pictures or posters, memes, photographs, or any creative outputs they could originally produce by hand or digital means. Students will also be informed that the highlight of their reflections should be on the various factors (culture, history, etc.) that influence the literary pieces.

Stage 3 – The reflection assignment is presented every after a literary piece is discussed in synchronous classes for three weeks. This output will be used to end a current meeting and begin the succeeding meeting.

Stage 4 – Allow time for feedbacking with the students. Present the good points and areas of improvement for the next reflection assignments.

Stage 5 – Since students come from different backgrounds and have distinctive experiences, check on the values that should surface from the reading selections.

This action research aimed to determine the effect of Reflective Analogy and Summary (RAS) in enhancing the literary skills of Grade 7 students of the Division of Tuguegarao City for the academic year 2021-2022.

Specifically, it sought to answer the following questions:

1. What are the mean pretest scores and mean post-test scores of the students in each of the two groups?

2. Is there a significant difference in the mean pretest scores and mean post-test scores of the two groups?

3. Is there a significant increase in the mean pretest score and mean post-test score of each of the groups?

II. METHODOLOGY

a. Participants and/or Other Source of Data and Information

The participants of the study involved the three secondary schools in the Division of Tuguegarao City namely Tuguegarao City Science High School, Cagayan National High School, and Linao National High School. Quota sampling technique was used to determine the participants of the study. For each school, there was one heterogeneous group of 30 students each; 15 students were assigned as the control group while the other 15 students were the experimental group. Students who were part of the two groups were chosen via simple random sampling.

Data yielded from the pretest and post-test scores of the participants were collected by the researcher. The pretest and post-test contain 10 essay questions each; they were taken from different Philippine literary selections that center on various aspects of influence (historical, cultural, economic, etc.) Further, to ensure that the test items were properly constructed and focused on the target competency, the test items were validated by the English coordinator and a Master Teacher.

The checking of the students' answers was done by involving all the teachers involved in the study; a rubric was used.

b. Data Gathering Methods

The study employed the quasi-experimental research design since the Reflective Analogy and Summary (RAS) was incorporated in the delivery and assimilation of the lesson on how literature is influenced by different factors (culture, history, etc).

Two sets of test question whose items are parallel were created. The first test was used to generate the pretest scores of the respondents while the second set was utilized for the post-test scores. The items that were used in the test materials were based on the different reading selections presented in class.

To analyze the data gathered, the following statistical tools were employed:

- Mean and standard deviation was used to describe the pretest and post-test scores of both the control and experimental groups.
- The Shapiro-Wilk test of normality was used to identify if the scores obtained from the different schools were normally distributed or not.
- Since the scores of the students are not normally distributed and do not have equal variances, Mann-Whitney U-test was employed.

- Wilcoxon Signed-Ranks Test was utilized because the differences in scores are not normally distributed.

c. Ethical Issues

Since the respondents for the study are minors, letter of consent was sent to parents. Only the students who were allowed by their respective parents or guardians to participate in the study were included in the analysis. Identities of the students were concealed by assigning pair number.

The results and participants' responses were reported and presented as a whole to further protect their anonymity. Other ethical issues prescribed in the Research Management Guidelines under DepEd Order No. 16, s. 2017 were followed.

III. RESULTS AND DISCUSSION

Table 1: Test of Normality (Shapiro-Wilk)

	mean	variance	standard deviation	p-value	Interpretation
control	16.7632	21.861	4.67561	0.043	not normally distributed
experimental	16.9167	6.079	2.46548	less than 0.001	not normally distributed

Table 1 shows that the scores of both groups are not normally distributed using the Shapiro-Wilk Test. Hence non-parametric tests were employed to generate results and draw conclusions.

Table 2: Difference on Pre-test Scores Between the Two Groups (Mann-Whitney U Test)

Pre-test	mean	standard deviation	p-value	interpretation
control	16.7632	4.67561	0.453	no significant difference
experimental	16.9167	2.46548		

Table 2 shows that the Mean pretest scores of both groups do not significantly differ as evidenced by the probability value of greater than .05. This implies that the two groups are of the same level of competency with regard to the competency tested.

Table 3: Difference on Post-test Scores Between the Two Groups (Mann-Whitney U test)

Post-test	mean	standard deviation	p-value	interpretation
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control	17.50	4.63681	less than 0.001	has significant difference
experimental	25.1111	5.66078		

Table 3 shows that the Mean post-test scores of both groups significantly differ as evidenced by the probability value of less than .001. This implies that the students in the experimental group performed academically better than those in the control group. These findings are supported by the study of Young (2018), which asserted that reflection intervention had a strong effect on the students' learning outcomes and attitudes. Moreover, the results of the study conducted by Naber and Wyatt (2013) and Aryani, et.al (2017) made it imperative to consider including reflective-writing in instruction because of its positive influence in the learners' critical thinking.

Table 4: Difference Between Pre-test and Post-test Scores of Control Group (Wilcoxon Signed-Ranks Test)

control	mean	standard deviation	p-value	interpretation
pretest	16.7632	4.67561	0.139	no significant difference
post-test	17.50	4.63681		

Table 4 shows that there is no significant increase from the Mean pretest score to the Mean post-test score of the students in the control group as evidenced by the probability value of .139. This implies that the method of instruction employed for the group is not effective.

Table 5: Difference Between Pre-test and Post-test Scores of Experimental Group (Wilcoxon Signed-Ranks Test)

experimental	mean	standard deviation	p-value	interpretation
Pretest	16.9167	4.67561	less than 0.001	has significant difference
Post-test	25.1111	4.63681		

Table 5 shows that there is a significant increase from the Mean pretest score to the Mean post-test score of the students in the experimental group as evidenced by the probability value of less than .001. This implies that the method of instruction employed for the group is effective.

IV. CONCLUSION

The results of the study suggest several implications in the teaching and learning process in the Philippine context. First, although the traditional or conventional way of teaching was acknowledged during the pandemic, there are other approaches or strategies that could be utilized in the digital classroom. Thus, the teacher should integrate varied teaching techniques to keep abreast of the demands of the current situation and meet the learners' needs.

Furthermore, since the pandemic limited students' mobility and participation in physical activities, the online classes should still permit them to enhance their skills and potentials across disciplines. It is implied therefore that students should be given opportunities to practice various competencies that allow them to grow intellectually, critically, and creatively.

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