STREET (Story Reading Enhancement Tool) of Grade 10 Alertness

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Abstract: *- This study dealt with improving the language competency of Grade 10- Alertness through* **STREET (*Story Reading Enhancement Tool*).** *This study sought to identify the Mean score of the students before the implementation of STREET (Story Reading Enhancement Tool). It also determined the Mean score of the students after the implementation of STREET (Story Reading Enhancement Tool). Likewise, it also looked into the significant increase in the Mean scores of the students from the pre-test to the post- test and the effect-size of STREET (Story Reading Enhancement Tool) in improving the language competency of the students in the use of stories.*

There were 44 respondents of the study, 17 males and 27 females. The study made use of STREET (Story Reading Enhancement Tool) which was devised to improve the language competency of the learners along verb conjugation. The study made use of the Pre-test- Post-test Research Design under the Pre-Experimental Research Designs which looked into the pre-test and post-test scores of the respondents. Mean and Standard Deviation was used in analyzing the Mean score of the students before and after the implementation of the STREET (Story Reading Enhancement Tool). In analyzing the significant increase in the mean score of the students from the pre-test to the post- test, Paired Samples T- test was utilized and Cohen's D was used in analyzing the effect of the intervention employed.

Results of the study revealed that there is a significant increase from the Pretest Mean score to the Posttest Mean score of the students with a level of significance set at 5%. Further analysis revealed that story reading strategy had a large effect on the learning of the students on verb conjugation.

Keyword*: - STREET, language competency, verb conjugation, Foreign Language*

Introduction

Spanish is the 2nd most natively spoken language in the world. It is the primary language of the 20th century worldwide. In fact it is estimated that the combined total number of Spanish speakers is between 470 and 500 million. It is the most studied language in international communication.

The implementation of the Special Program in Foreign Language (SPFL) in Spanish by the Department of Education (DepEd) is a prudent investment to restore the four-century-old socio-cultural ties between Spain and the Philippines particularly in the field of educational improvement. By incorporating SPFL in the new K to 12 Basic Education Curriculum, DepEd was able to successfully re-inculcate the teaching of Spanish language and culture in Philippine secondary education system. Asserted by Carag, (2020) in his

study that students are enlivened to learn when they most thought that they are taken care and are academically prepared guided by their teachers.

Spanish has become the biggest SPFL program of DepEd, overtaking other foreign language programs in terms of expanding the career opportunities and possibilities for employability among high school students under the new K to 12 education system in 72 public secondary schools.

And because of this, the proponent is committed in giving her best to her Spanish Grade 10 students. As affirmed by Bangayan- Manera (2019), in her study though not about verb conjugation but it is deemed a dream of a teacher for her students to be globally competitive and ready to communicate with other people in the world.

Unfortunately, her Grade 10 Alertness Spanish students did not perform well as they were expected in the recently conducted Third Quarterly Assessment in Spanish. They registered the lowest mean percentage score on using verb conjugation in simple past tense. This has alarmed the proponent since during classroom discussions, their scores assumed her of optimum understanding of the topic.

However, she surmised, it is the students' attitude towards examinations due to the presence of reading selections that caused their poor performance. Actually after examinations, you would often hear them say "I just guessed my answer". If you ask them why, they would answer, "conjugation of verbs is really difficult and I don't have patience to read." "I just mastered the o, as, a, amos, ais, an."

The following data show the percentage mean scores achieved by the proponent's students in the different competencies covered during the Second Grading Period: Los numeros-50.22, pronombres: 45.10, verbos reflexivos-35.25, sustantivos-45.33, profesiones 38.52,articulos 39.2, verbos conjugacion de en presente 30.2, verbos conjugación de en preterito indefinido 20.75. colores 48.85 adjectivos-40.25,synonimos 39.5.

Through this study, the proponent wishes her Spanish students to be fully armed with the universal and foreign language so that they would be able to respond to the demands of the times- think, speak and act globally. This is the reason why she faithfully does everything to make her Spanish students love story reading in order to master verb conjugations. She also believes that through cooperation and commitment the implementation of the Special Program in Foreign Language (SPFL) in Spanish by the Department of Education will bear fruits and everyone especially students will be benefitted.

Research Problem

This study aimed to improve the grammar competency of Grade 10- Alertness through **STREET (Story Reading Enhancement Tool)** using foreign language**.**

Specifically, it aimed to answer the following questions:

1. What is the mean score of the students before the implementation of Story Reading Enhancement Tool (STREET)?
2. What is the mean score of the students after the implementation of Reading Enhancement Tool (STREET)?
3. Is there any significant increase in the mean scores of the students from the pre-test to the post test?
4. What is the effect size of Story Reading Enhancement Tool (STREET) in improving the language competency on Verb Conjugation?

Methodology

PARTICIPANTS AND/OR OTHER SOURCES OF DATA AND INFORMATION

The respondents of the study were the Grade 10 Alertness students who are currently enrolled in Spanish II, considering the fact that these students have taken their Spanish I last school year 2018-2019. Furthermore, the subjects of the study consisted of 17 boys and 27 girls who are homogeneously grouped.

DATA GATHERING METHODS

A 15- item pre-test was given to the students to mark their language competency on verb conjugation before the intervention was employed. The verbs used were both regular and irregular. The intervention used were short stories taken from Spanish books which are aligned to the expected competencies to be mastered by the Spanish students. After two weeks when the STREET were given to them, a post-test was administered to test the effectiveness of the intervention material.

ETHICAL ISSUES

The research is an original study and was conducted as a basis in recommending an appropriate and effective intervention material for language competency. The research proposal followed standard procedure in its conduct. References used such as books and other internet sources were acknowledged. Permission was sought from the Department Head of the researcher and from the

School Principal. Letters to parents were given informing them that their children were the respondents of the study and that the test results of their children were treated with confidentiality. Learners were also informed about the conduct of the research.

DATA ANALYSIS PLAN

In analyzing the results of the pre-test and post-test, the following were used:

Mean and standard were used in analyzing the Mean score of the students before and after the implementation of the STREET (Story Reading Enhancement Tool).

In analyzing the significant increase in the mean score of the students from the pre-test to the post-test, Paired Samples T- test was utilized. Cohen's D was used in analyzing the effect of the intervention employed.

INNOVATION, INTERVENTION, AND STRATEGY

STREET (Story Reading Enhancement Tool) is a Strategic Intervention Material which is devised to improve the language competency of the learners along verb conjugation. This intervention material is a compilation of engaging and interesting short stories which aided learners in understanding the concepts of such skill. It helped learners in understanding easily the uses of such skill through interactive activities for better performance.

The intervention material catered to the need of SPFL learners to master verb conjugations to be better in communication which is an important outcome of education.

It is an instructional material where learners were guided with the different uses of verbs in past tense (Pretérito indefinido). Series of stories and selections were given to students. Every Monday, Wednesday and Friday, 30 minutes before Spanish class, the proponent gave stories as their enrichment activities. In the selection, some verbs are missing which they provided their conjugated form and their infinitive equivalent including their meaning and translation in English. After which, the correct answers were given and were discussed and they had memorized the verbs' conjugation. Then, students tried to use some of the words in their own sentences. The activity was done through the proponent's guidance.

The intervention material had a 15-item pre-test which was administered to assess the level of mastery they have on the use of verb conjugation. After which, activities were administered to enhance their competency in the said skill. Their answers for every activity were checked. A 15-item post-test was administered at the end after the activities in the material have been accomplished and completed.

A copy of the intervention material was given to each learner since it is self- instructional. The different parts of the material were readily used to refresh, guide and facilitate learners independently. Copies of the pre-test and post-test were also utilized for each learner.

Results and Discussion

Table 1 - Pre-Test and Post-Test Mean Scores of Respondents

	Mean	SD
Pre-Test	9.36	1.98
Post-Test	13.43	0.90

As shown on the table, the mean score of the respondents in the pre-test is 9.36 with a standard deviation of 1.98. In the post-test given, the respondents have obtained 13.43 with standard deviation of 0.90.

Table 2 - **Comparison on the Pre-test and Post-test Mean Scores of the Respondents**

	Mean	Standard Deviation	DF	T-Ratio	P-Vale
Pre-Test	9.36	1.98	43	2.02	0.00
Post-Test	13.43	0.90			

significant at 0.05

As gleaned on the table, the pre-test and post-test scores have a degree of freedom of 43 respectively. As manifested, both have a ratio of 2.02 and a P-value of 0.00. This mean score means that the post-test had increased significantly as compared with the pre-test mean scores.

Table 3 - Effect Size of STREET on the Language Competency on Verb Conjugation

EFFECT SIZE	VALUE
Cohen's D.	**2.646***
Gate's Delta	**2.055***
Hedges g	**2.646***

***very large effect*

The table shows that Cohen's D has a value of 2.646, Gate's Delta has a value of 2.055 and Hedges g has a value of 2.646. This means that the intervention STREET (Story Reading Enhancement Tool) has a very large effect on the grammatical competence of the respondents. Hence, such intervention can be recommended for use by teachers teaching the same competency to their students.

Recommendation

The researcher, in collaboration with the Department Head and the School Principal, may take measures to ensure the dissemination and utilization of research results in the settings relative to the researcher's level of governance. The region and division may utilize the completed researches to improve learning outcomes. Furthermore, the researcher will disseminate research findings through existing mechanisms like Learning Action Cell (LAC) sessions, Focused Group Discussion (FGD) and In- Service Training (INSET).

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