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# **AN ACTION RESEARCH ON PAPER TARPAULIN: A TOOL FOR ENHANCING STUDENTS' PARTICIPATION LEVEL IN READING MAPS**

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**EVELYN O. IBAÑEZ**

Teacher III

Misamis Oriental National High School

Balingasag North District

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**ABSTRACT**

Instructional material is a tool used in educational lessons, which includes active learning and assessment. It is a generic term used to describe the resources teachers use to deliver classroom instructions. Basically, these are materials to support specific learning objectives, as set out in lesson plans or lesson logs.

Based on the experience of the researcher as an Araling Panlipunan teacher, there is a difference in teaching with or without instructional materials. Getting your hands-on valuable teaching materials made teaching easy and very interesting.

One of the most common instructional materials used by the teacher in teaching Araling Panlipunan are maps and globes. However, students find it difficult to trace places using minute printed materials that can be seen on the globe or map. It is a perennial problem encountered by the researcher every time the researcher conducted a formative test in identifying and locating places on the map and globe.

To address the existing problem encountered by the Araling Panlipunan teacher, the researcher designed **Paper Tarpaulin** as a tool to identify and locate places on the map. Similar to the original map, it is huge and clear enough that students can read, locate, and identify places correctly.

The significance of this study is to help students with difficulties in locating and identifying places on the map. With the Focal Group Discussion result, the researcher found out that the respondents were positive about the innovation. The MPS was raised to 90.67% from 37.07%. The respondents showed a positive attitude towards paper tarpaulin as instructional material wherein most of them strongly agree that they definitely understand the lessons using larger printed materials like paper tarpaulin. Finally, most of the respondents could identify, locate and pinpoint places using paper tarpaulin as instructional materials.

**Keywords:**

Instructional Materials, Map, Locating Places, Paper Tarpaulin

## **I. CONTEXT AND RATIONALE**

This research is designed to address the existing problem encountered by the Araling Panlipunan Teacher among Grade 8 Perseverance students in reading map.

Based on the experience of the researcher as Araling Panlipunan Teacher, there is a difference in teaching with or without instructional materials. The use of multimedia and PowerPoint presentation are the best way to deliver instruction. But if you don't have these resources you can find other materials that can support active learning.

One of the most common instructional materials used by the teacher in teaching Araling Panlipunan are maps and globes. They are typically used in identifying and locating places in the world. However, students find it difficult to trace places using minute printed materials that can be seen in the globe or map. It is a perennial problem encountered by the researchers every time they conducted formative test in identifying and locating places in the map and globe.

## **II. INNOVATION, INTERVENTION AND STRATEGY**

A Focal Group Discussion conducted to identify the possible causes of the problem. In one-on-one interview, the participants were asked if they can easily pinpoint countries of the world using globe and map.

With the result of the said FGD, the researcher uses **Paper Tarpaulin** in lieu of power point presentation. With this innovation, students can visualize clearly the places which they cannot identify in the globe or map. Similar to the original globe and map, it is huge and clear enough that students can read, locate, and identify

places correctly. For durability, **Paper Tarpaulin** is bonded on 104 cm., in width and 78 cm., in length illustration board, and concealed with acetate or scotch tape. Furthermore, **Paper Tarpaulin** is easy to prepare and not too expensive. As long as the teacher-researcher has computer or laptop, printer, and bond paper it would be easy to make one.

### **III. ACTION RESEARCH QUESTIONS**

This study attempts to answer the following questions:

1. What are the students' formative test scores using original map and using map made of paper tarpaulin?
2. What is the perception of students towards utilization of paper tarpaulin as instructional material?
3. What is the participation level of students in identifying and locating places using paper tarpaulin?

### **IV. ACTION RESEARCH METHODS**

### **A. Participants and/or other Sources of Data Information**

The participants of this research were the selected Grade - 8 Perseverance students who belong to a heterogeneous class Misamis Oriental National High School. The said section is a big class with twenty-one (21) males and twenty-seven (27) females. Both are coming from different barangays in the municipality of Balingasag and neighbouring town of Lagonglong. Majority of them are at the age bracket of 13 to 14 years old.

### **B. Data Gathering Methods**

To substantiate observation of the teacher-researcher, a random formative test was conducted after the lecture with the use of original map as instructional material. Another random formative test was conducted by the teacher-researcher using map made of paper tarpaulin as instructional material to identify and locate places. Student's responses to the questions were tabulated for evaluation and analysis purposes.

The researcher used tabulation for the study. The data is easy to interpret since there was observation conducted.

**Table 1**  
**Distribution of Results on the Formative Test Conducted**

What are the students' formative test scores using original map and using map made of paper tarpaulin?

| NAME OF STUDENT | USING ORIGINAL MAP | USING MAP MADE OF PAPER TARPAULIN |
|-----------------|--------------------|-----------------------------------|
| 1               | 7                  | 14                                |
| 2               | 5                  | 15                                |
| 3               | 8                  | 15                                |
| 4               | 4                  | 13                                |
| 5               | 6                  | 14                                |
| 6               | 8                  | 14                                |
| 7               | 5                  | 12                                |
| 8               | 5                  | 14                                |
| 9               | 4                  | 13                                |
| 10              | 8                  | 15                                |
| 11              | 5                  | 12                                |
| 12              | 6                  | 14                                |
| 13              | 7                  | 15                                |
| 14              | 7                  | 13                                |
| 15              | 6                  | 14                                |

|                 |              |              |
|-----------------|--------------|--------------|
| 16              | 4            | 13           |
| 17              | 4            | 12           |
| 18              | 5            | 14           |
| 19              | 7            | 15           |
| 20              | 6            | 13           |
| 21              | 4            | 12           |
| 22              | 4            | 13           |
| 23              | 5            | 14           |
| 24              | 3            | 12           |
| 25              | 6            | 15           |
| TOTAL RAW SCORE | <b>139</b>   | <b>340</b>   |
| TOTAL SCORE     | <b>375</b>   | <b>375</b>   |
| MPS             | <b>37.07</b> | <b>90.67</b> |

Table 1 showed that using map made of paper tarpaulin is very effective. It is evident that the MPS is raised from 37.07% to 90.67%. This implies that the respondents are positive to the innovation conducted by the researcher.

**Table 2**  
**Responses of the Students to the Question**

What is the perception of students towards utilization of paper tarpaulin as instructional material?

| Indicator   | 5  | 4 | 3 | 2 | 1 | Mean |
|---|----|---|---|---|---|------|
| 1. I learn best with the use of larger printed materials like tarpaulin paper.  | 20 | 4 | 1 | 0 | 0 | 5    |
| 2. I am interested to learn Araling Panlipunan subject with the use of tarpaulin paper as instructional materials.      | 19 | 3 | 3 | 0 | 0 | 5    |
| 3. I appreciate the importance of using tarpaulin paper as instructional materials.                                     | 17 | 5 | 1 | 2 | 0 | 5    |
| 4. I would prefer that teacher will use map made of tarpaulin paper as instructional materials in teaching.             | 22 | 2 | 1 | 0 | 0 | 5    |
| 5. I definitely understand lessons in Araling Panlipunan with the use of larger printed materials like tarpaulin paper. | 20 | 3 | 1 | 1 | 0 | 5    |

**Legend: Strongly Agree 5    Agree 4    Not Sure 3    Disagree 2    Strongly Disagree 1**

Table 2 showed that majority of the respondents have positive attitude towards paper tarpaulin as instructional materials. The mean of all the indicators is 5. The result revealed that the respondents appreciated the importance of the said innovation wherein they definitely understand the lessons using larger printed materials like paper tarpaulin.



**Table 3**

**Responses of the Students to the Question**

What is the participation level of students in identifying and locating places using paper tarpaulin?

| <b>Indicators</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Mean</b> |
|---|----------|----------|----------|----------|----------|-------------|
| <b>1. I certainly pinpoint places using map made of tarpaulin paper as instructional materials.</b>           | 23       | 2        | 0        | 0        | 0        | 5           |
| <b>2. I exactly identify different places in the map using larger printed materials like tarpaulin paper.</b> | 20       | 3        | 1        | 1        | 0        | 4.8         |
| <b>3. I correctly locate places with the use of larger printed materials.</b>                                 | 24       | 1        | 0        | 0        | 0        | 5           |
| <b>4. I participate actively in Araling Panlipunan activities by asking questions.</b>                        | 15       | 5        | 3        | 2        | 0        | 5           |
| <b>5. I'm always prepared in my Araling Panlipunan class.</b>   | 17       | 4        | 3        | 1        | 0        | 5           |



**Legend: Always 5 Often 4 Sometimes 3 Rarely 2 Never 1**

Table 3 showed that majority of the respondents could certainly identify, locate and pinpoint places with the use of paper tarpaulin as instructional materials. The mean of the indicators number 1, 3, 4, and 5 is 5 while the mean of indicator 2 is 4.8. The result revealed that the participation level of the respondents was augmented.

## **V. DISCUSSION OF RESULTS AND REFLECTION**

The researcher observed that some of her Grade 8 students had difficulty in identifying and locating places. Researcher knew for certain how detrimental the problem is. That is why, the researcher needs to help them.

With the result of the Focal Group Discussion, the researcher found out that the respondents were positive to the innovation. Moreover, researcher knew that the respondents' participation level in reading map were augmented based on the results of the formative test conducted. The MPS was raised to 90.67% from 37.07%. The respondents showed positive attitude towards paper tarpaulin as instructional materials wherein most of them strongly agree that they definitely understand the lessons using larger printed materials like paper tarpaulin. Finally, majority of the respondents could certainly identify, locate and pinpoint places with the use of paper tarpaulin as instructional materials.

Nevertheless, after the researcher implemented the intervention, she could see the development of her students in reading maps. Though, they could not easily familiarize the places, the researcher knows for certain that in the coming months or years they could make it. It is because the researcher could see how they internalized what they have learned.

The researcher was happy and proud with this little achievement of them. The researcher was happy because she knew she was able to do her share as public servant and as a second parent to their students.

The researcher would like to propose the utilization of this study to all Araling Panlipunan teachers not only in her school but to the entire district of Balingasag especially those who have no DLP Projector. She also suggests that, if possible, a mini-library in every classroom should exhibit maps made of paper tarpaulin for the students to familiarize places.

Furthermore, the researcher would recommend more studies to know the effectivity of the said study.

## VI. ACTION PLAN

| Problem  | Objective   | Activities   | Resources  | Time Frame       | Expected Outcome                                       |
|--|---|--|--|------------------|--|
| <b>Difficulty in locating and identifying places in the world map.</b> | To participate actively in locating and identifying places in the map using | Five minutes drill in locating and identifying places every session in Araling | HUMAN:<br>Teachers and students<br>MATERIALS:<br>Map made of Paper Tarpaulin | Whole year round | Mastery in identifying and locating places on the map. |

|  |                     |   |  |  |  |
|--|---------------------|---|--|--|--|
|  | Paper<br>Tarpaulin. | Panlipunan<br>subject.<br>Games about<br>identifying<br>places. |  |  |  |
|--|---------------------|---|--|--|--|

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