



**LEARNING OUTCOMES IN FILIPINO OF GRADE 7 STUDENTS:
IMPLICATIONS TO THEIR WRITING CAPABILITY**

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Abstract:

The study determined the learning outcomes in Filipino of grade 7 students and Implications to their writing capability. It sought answers to the six problems that include student and teacher respondents' characteristics. Primarily, the study measured students' learning outcomes in Filipino in the first three levels of assessment and their writing capability in Filipino. Significant differences in their learning outcomes were tested when grouped according to the respondents' characteristics. It also looked into the implications of the learning outcomes to their writing capability. An in-depth interview and FDG were conducted to validate the results. Descriptive research design was used with 480 students and 16 teachers as respondents obtained through equal sample random sampling method.

Major findings of the study revealed that overall mean scores of students' learning outcomes in Filipino is at a beginning level. All three levels of assessment were also at the beginning description. Their writing capability was at fair level and is true to all writing components: content, grammar rules and mechanics. Moreover, students' learning outcomes created significantly higher impact to their writing capability; that the higher their mean scores obtained in the learning outcomes, the higher is their writing capability. In like manner, positive attitude towards Filipino, extent of usage of technology and teachers' early years in teaching showed significantly higher differences in the students' learning outcomes.

Generally the students are at a beginning level in the first three levels of assessment as evidenced in their seemingly less or no acquisition and inadequately developed prerequisite and fundamental knowledge and skills to aid understanding.

Sustaining and enhancing teachers' competencies through In-Service Training focused on teaching methodologies and strategies, development of teaching-learning resource materials, assessment and documentation ensuring quality education in all Filipino classes coupled with mentoring and drills are hereby recommended.

Key words: learning outcomes, writing, Filipino, assessment, students, teachers

1. Introduction

Education plays a very important role in life. It is through education that total transformation of life in every human being takes place. For many, education breaks the poverty cycle where all those who have undergone schooling find it easier to get a living. It is the education sector that develops holistic formation of schooled-children and youth. In the Philippines, the Department of Education's (DepEd) vision-mission is to protect and promote the right of every Filipino to quality, equitable, cultured-based and complete basic education. All students learn competently with the teachers as facilitators of learnings with a nurturing mind and heart for every learner. In school, students, are taught and trained to use their macro skills to deal with different challenges that they may encounter outside the school premises.

In teaching-learning, indicators of success are manifested in the quality of conduct of classroom daily routines made by and between teachers and students. According to Heck (2007), quality teaching refers not only to the teachers' credentials, but also in their perspective brought in the classroom.

In the K to 12 curriculum, Filipino is one of the learning areas that the students take from elementary to Senior high school. Teaching in Filipino aims to develop communicative skills, reflective, critical thinking literary appreciation through reading materials and technology for national identity, cultural literacy and continuous learning to be at par with global competitiveness.

This study chose grade 7 Filipino mainly because of its overall low rating in the National Achievement Test (NAT). In addition, the study covered the grade 7 level because it has been implemented for the past four years in the K to 12 program. There is still a chance for the teachers to follow-up students' progress in terms of their performance in Filipino. Moreover, the grade 7 level also has been subjected to studies and evaluations as it is the pioneer in the K to 12 program.

Assessing learning of students in the Department of Education is regulated with DepEd order no.73, s. 2012, **Guidelines on the assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum** which includes the four levels of knowledge, understanding, process, and product (KPUP). Content and performance standards of the curriculum are primarily considered to ensure quality learning. The assessment system is described to be holistic where teachers use both Formative and Summative assessment (Magno, 2014). In the K to 12 curriculum, assessing learning aims to help students perform according to the standards expected in the students. Magno (2014), cited Stiggins (2001) belief that when assessing learning, teachers use the classroom assessment process and the continuous flow of information about student achievement in order to advance, not merely check on, student learning. This process requires teachers the ability to transform their expectations into assessment activities and utilize these to further improve instruction and strengthen student learning.

2. Theoretical and Conceptual Framework

Bruner's Constructivist Learning Theory (1986) explains how people come to understand or know. This view of learning assumes that learning is an active process in which learners internally construct knowledge from interactions with their physical and social environments. Constructivists believe that many of the things people know are influenced by context and prior experiences.

The three major concepts about learning that are emphasized in Bruner's theory such as meaning-making, influencing-based and discovery learning are consistent with general guidelines of assessment and rating of learning outcomes under the K to 12 Basic Education Curriculum and per DepEd Order no. 73, s. 2012. The DepEd Order states that assessment shall be used primarily as a quality assurance tool to track student progress in the attainment of standards, promote self-reflection and personal accountability for one's learning, and provide a basis for the profiling of student performance. Assessment shall be holistic with emphasis on the formative or developmental purpose of quality assuring students' learning. It is also standards-based as it seeks to ensure that teachers will teach to the standards and students will aim to meet or even exceed the standards. The attainment of learning outcomes as defined in the standards shall be the basis for the quality assurance of learning using formative assessments. They shall also be the focus of the summative assessments and shall be the basis for grading at the end of instruction.

Learning outcomes of the students in Filipino subject is considered in this study because it measures how effective the teachers' teaching engagements are. This was considered as the ultimate outcome of the teachers' effort. It is the extent to which the student, teacher or institution have achieved their educational goals

In the the writing capability, three major components are considered in order to judge students' writing capability level. It considers the Content, Grammar Rules and Mechanics. **Content** is the first component to consider in the writing product. Content features the composition's organization, cohesion,

and accuracy. It includes good beginning and ending sentence. Students are assessed through presentation of a unique point of view, own ideas, thoughts, ideologies, beliefs, principles tied with reasons based from previous knowledge, readings, understanding and interpretations. **Grammar rules** as the second component, is the system of a language. It includes subject-predicate agreement, correct usage and sentence structure. **Mechanics** is the third component and includes capitalization, spelling and punctuation.

3. Methodology

This study utilized the descriptive survey research design and was conducted among the grade 7 students with a total of 480 students and 16 teachers and teachers who teach the Filipino subject of Legislative District II of Cagayan de Oro City Division of Schools were the respondents. This study employed the equal simple random sampling method.

Two sets of questionnaires were used in the study. The first set is for the student respondents and the second set is for the teacher respondents. The students were given a maximum of one hour to answer the 50 item questionnaire of the KPU and 20 minutes of the composition writing as product/performance or a total of 1 hour and 20 minutes. For the teacher-respondents, the researcher conducted the survey and did an in-depth interview during their free time

Descriptive measures like frequency counts, percentages, and mean were used. To measure significant differences, T and F tests were used while simple linear regression analysis was employed to measure learning outcomes to writing capability of the students.

4. Result and Discussion

The study revealed that learning outcomes in Filipino showed a beginning overall mean score. The three assessment levels describing their learning outcomes: knowledge, process and understanding were also described at a beginning level.

Students' writing capability in Filipino showed a minimum mastery on the knowledge and skills relevant to good writing in Filipino. Findings revealed that students, to a certain extent, have adequately acquired learnings in writing Filipino. In like manner, all writing components: content, grammar rules and mechanics obtained fair rating as reflected in their mean scores.

In terms of significant differences in the student's learning outcomes when grouped according to students and teachers' characteristics, findings revealed that there is a highly significant difference when their attitude towards Filipino is considered. On the other hand, significant difference is shown when grouped according to students' extent of use of technology and teacher's teaching experience. However, a no significant difference is found out when grouped according to parental involvement and teacher's quality teaching engagement.

A highly significant effect is revealed on the students' writing capability when their learning outcomes in Filipino is considered. Result has shown that the students' learning outcomes in Filipino determine obtaining high or low level of students' writing capability in Filipino.

5. Conclusions and Implications

Findings of the study on the basis of its problems generated the following conclusions and implications:

1. Learning outcomes in Filipino showed a beginning overall mean score. The three assessment levels describing their learning outcomes: knowledge, process and understanding were also described at a beginning level.
2. Students' writing capability in Filipino showed a minimum mastery on the knowledge and skills relevant to good writing in Filipino. Findings revealed that students, to a certain extent, have adequately acquired learnings in writing Filipino. In like manner, all writing components: content, grammar rules and mechanics obtained fair rating as reflected in their mean scores.

3. A highly significant effect is revealed on the students' writing capability when their learning outcomes in Filipino is considered. Result has shown that the students' learning outcomes in Filipino determine obtaining high or low level of students' writing capability in Filipino.

6. Recommendations

Based on the conclusions and implications, the following recommendations are made:

1. Practice a departmentalized mode of assessing learning of students through crafting of instructional materials that faithfully follow the Department of Education orders on policy guidelines on assessment.
2. Conduct regular monitoring of students' learning through mentoring, series of drills and other forms of assessment, review and the like to determine increase in performance levels in the Knowledge, Process, Understanding and Product/Performance.
3. Sustain and enhance the competencies of the teachers through the In-Service Training focused on teaching methodologies and strategies, development of teaching-learning resource materials, assessment and documentation to ensure quality education among public high school students in their Filipino classes.

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