

# Assessment on E-Activities Program in Improving Retention Ability of Learners

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**Abstract** – Retention ability in English language learning is vital. The retention faculty of English language learners should adhere to provide quality language learners. In addition, English language skills will highly contribute in the academic performance specifically the National Achievement Test results of students. The four macro skills that it covers are emerging factors for the students to improve the results of other learning areas.

An experimental research design was employed in this study to determine the effectiveness of e-activities program when compared to Traditional Method in improving the retention ability of Grade 11 learners in Binmaley. Among the strategies/activities being utilized by English teachers, the most used traditional method employed by the respondents is lecture method (100%).

Generally, the English teachers of Secondary High School in Binmaley use the television (50%), digital video (50%). They found out that using these strategies in the classroom provide correct information as comprehensive as possible in different formats with different examples. Programs offered through television were produced in different languages. Whereas, the least used strategies are Computer Assisted Instruction (CAI), e-coaching, online learning (10%).

There is a significant difference between the retention ability of Grade 11 learners under the traditional method using the pre-test and post-test results. The pre-test and post-test scores of the students are somewhat similar. The results imply that teachers should already give walls to traditional teaching as it only gives the class monotony and boredom. They should try something new and different, something that captivates students' attention and interest.

**Keywords:** Assessment, E-Activities, Retention, Ability

## INTRODUCTION

Improving the quality of student life and learning is a continuing and important priority for all educational institutions.

Quality student life and learning is closely related to the strength of retention ability of students as it is also linked to academic success (Education Corner, 2016) Examinations are factors which contribute to the idea of academic success since they are designed to gauge what is retained or learned by students from lectures and personal study which will greatly affect the utilization of their learning as they venture to apply it and such will define the quality of their experience.

Retention ability in English language learning is vital. Bates, Thal, and Marchman, as referenced by Ellis (2001), found that “learners’ language comes not directly from their genes, but rather from the structure of adult language, and from the constraints on communication inherent in expressing non-linear cognition into the linear channel provided by the human vocal-auditory apparatus.” Thus, the retention faculty of English language learners should adhere to provide quality language learners.

In addition, English language skills will highly contribute in the academic performance specifically the National Achievement Test results of students. The four macro skills that it covers are emerging factors for the students to improve the results of other learning areas.

With all these in mind, conducting a research to provide quality learning experience to better the retention ability of learners is a timely task to cure the diagnosed impeding problem to deliver quality education and attain future optimum success.

**MATERIALS AND METHODS**

An experimental research design was employed in this study to determine the effectiveness of e- activities program when compared to Traditional Method in improving the retention ability of Grade 11 learners in Binmaley. The researchers used one class divided into two groups as subjects for pre-test-post-test design.

**Retention Level of Grade 11 Learners for the Last Three Years N=94**

School	Number of Subjects	012 – 2013	013 - 2014	014 - 2015
Parayao NHS	54	9.56	8.92	8.09
Dulag NHS	44	8.82	8.56	8.24
<b>Combined Mean Score</b>		<b>9.19</b>	<b>8.74</b>	<b>8.17</b>

It can be shown on the table that the Grade 11 learners of Binmaley retention ability is declining as reflected in the combined mean grades for the last three years: 2012 – 2013, 2013 – 2014 and 2014 – 2015.

**Strategies/Activities being utilized by English Teachers Relative to the Use of Traditional Method N=10**

Strategies/Activities	f	%
1. Observation	9	90
2. Lecture Method	10	100
3. Demonstration Method	80	80
4. Narration	9	90
5. Reading and Storytelling Sessions	6	60
6. Memorization	9	90
7. Verbatim Recitation	8	80

8. Chalk-Talk Method	9	90
9. Board Works	7	70
10. Imitation	5	50

\*Multiple Responses

The table shows that among the strategies/activities being utilized by English teachers, the most used traditional method employed by the respondents is lecture method (100%).

**Strategies/Activities being utilized by English Teachers Relative to the Use of E-Activities Program N=10**

Strategies/Activities	f	%
1. the use of Television		0
2. the use of digital video		0
3. the use of Powerpoint		0
4. the use of cds		0
5. Computer Assisted Instruction (CAI)		0
6. Video Instructional Materials		0
7. e-coaching		0
8. online learning		0
9. e-journal		0
10. email		0

\*Multiple Responses

Generally, the English teachers of Secondary High School in Binmaley use the television (50%), digital video (50%). They found out that using these strategies in the classroom provide correct information as comprehensive as possible in different formats with different examples. Programs offered through television were produced in different languages. Whereas, the least used strategies are Computer Assisted Instruction (CAI), e-coaching, online learning (10%).

**Significant Difference between the Retention Level of Grade 11 Learners under the Traditional Method**

Performance	Mean	t	t-crit. at @.05	Decision
Pre-test	10.23			
Post-test	12.87	2.64	1.699	Significant

The table reveals that the t-computed is equal to 2.64 which is beyond the t-critical value equals to 1.699 at @.05 which states that there is a significant difference between the retention ability of Grade 11 learners under the traditional method using the pre-test and post-test results.

The pre-test and post-test scores of the students are somewhat similar. The results imply that teachers should already give walls to traditional teaching as it only gives the class monotony and boredom. They should try something new and different, something that captivates students' attention and interest. Come to think of this, traditional teaching allows the teachers spend time on writing the vital points and important information on the chalkboard.

Performance	Mean	t	t-crit. at @.05	Decision
Integration of e-activities program	14.69			
Traditional Method	11.55	3.14	1.699	Significant

Table 6 reveals that the t-computed is equal to 3.14 which is beyond the t-critical value equals to 1.699 at @.05. There is a significant difference between the retention ability of Grade 11 learners with the use of the two instructional methods.

The results imply that the integration of the e activities program in the retention ability of the Grade 11 learners is significantly higher than the scores of the Grade 11 learners using the traditional method.

The lecture method challenges the effectivity of the teaching instruction of the

teachers. It appears that the students experienced hard time in understanding the concepts and retaining the information. The result of this study implies that lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. The teacher can use them in the classrooms and can organize discussion after it wherein the new points can be added both by the teacher as well as students. It will make the teaching effective, participatory and enjoyable. Sansanwal (2006) has done this.

**Schedule of Activities**

Phases	Dates	Time Allotment	Activities
Prior to the conduct of research	July 4, 2016	1 hour	Permit to conduct the research Distribution of survey questionnaire
<b>Phase 1</b>	July 4, 2016	30 mins.	Pre-test
<b>Intermediary Phase</b>	July 5, 2016	1 hour	The Use of e-Activities Program
	July 5, 2016	1 hour	The Use of Traditional Method
<b>Phase 2</b>	July 7, 2016	30 mins. 1 hour 3 hours	Post-test Retrieval of Survey Questionnaire  Data Analysis

The cited processes were culminated by the analysis of the retention ability of the learners through the pre-test and post-test scores of the subjects and the frequency of the strategies utilized by the English teachers.

**CONCLUSION AND RECOMMENDATION**

Based on the findings of the research work, the following conclusions were drawn:

The Grade 11 learners of Binmaley retention ability is declining as reflected in the combined mean grades for the last three years: 2012 – 2013, 2013 – 2014 and 2014 – 2015. among the strategies/activities being utilized by English teachers, the most used traditional method employed by the respondents is lecture method (100%).

Generally, the English teachers of Secondary High School in Binmaley use the television (50%), digital video (50%). They found out that using these strategies in the classroom provide correct information as comprehensive as possible in different formats with different examples. Programs offered through television were produced in different languages. Whereas, the least used strategies are Computer Assisted Instruction (CAI), e-coaching, online learning (10%).

There is a significant difference between the retention ability of Grade 11 learners under the traditional method using the pre-test and post-test results.

The pre-test and post-test scores of the students are somewhat similar. The results imply that teachers should already give walls to traditional teaching as it only gives the class monotony and boredom. They should try something new and different, something that captivates students' attention and interest. Traditional teaching allows the teachers spend time on writing the vital points and important information on the chalkboard. The integration of the e activities program in the retention ability of the Grade 11 learners is significantly higher than the scores of the Grade 11 learners using the traditional method.

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