

## The Effectiveness of Using Specific Intervention in Math (SIIM) in Assessing Grade 9 Students' Academic Performance in the New Normal Education



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### ABSTRACT

The action research proposal entitled “**Effectiveness of Using Specific Intervention in Math (SIIM) in Assessing Grade 9 Students' Academic Performance in the New Normal Education.**” Aimed to help the students at this time crisis.

The area of focus of the study was to test the effectiveness of the SIIM in basic Math in the New Normal Education. It also aimed to improved the basic Math abilities of the students in grade 9 level.

In this study, the researcher used Specific Intervention in Math (SIIM) to help and assisted the students in coping up with certain topic/lesson using printed materials. It would served as their reviewer in certain knowledge in basic math which was considered prerequisite knowledge in all areas of Mathematics.

The result of this study was expected to be of great help to the different sectors that involved students, teachers and other researchers in the new normal education.

**Keywords:** *teaching, learning, Mathematics, New Normal Education*

### INTRODUCTION

The COVID-19 pandemic brought challenges to basic education. The Department of Education released department order nos. 007, 12, 13 and

14 series of 2020, instructing all basic education to come up with their Learning Continuity Plan (LCP) and health safety protocols in the new normal in education during the pandemic.

The Learning Continuity Plan was an intervention on how to start the new school year within the “new normal” of teaching and learning without depriving the rights of every student to quality education.

To ensure that education continued amidst pandemic, the Department of Education, the school, teachers, learners and parents adapted to alternative learning modalities. DepEd implemented a distance learning approach—a learning delivery mode where interaction took place between the teacher and the students who were geographically remote from each other during instruction.

According to Briones 2020, “Education cannot wait”, to continue the education of millions of Filipino students, the government implements a distance learning approach. Distance Learning, also known as correspondence education or home study, is a form of education where there is little or no face-to-face interaction between students and their teachers or a learning delivery mode where interaction takes place between the teacher and the students who are geographically remote from each other during instruction.

According to San Antonio 2020, “The pandemic compelled them to be “more creative and flexible in implementing summative assessment schemes without sacrificing assessment’s credibility”. Student’s learning progress will be assessed through summative exercises and performance tasks. He also advised teachers to do occasional conversations with students throughout

so they would know their learning progress.

Positivity in assessment means that “any question must enable all those for whom it is intended to show, through their answers in their own terms, what they can “do” and can be rewarded for doing it”. It includes setting and marking. Positive assessment can be made by asking everyone same questions or by asking different people different questions. This may be formal or informal. Informal and intermittent assessment approaches may be more appropriate for modular approach. The aim of which is to provide different routes for students of different abilities and interest.

Ramadhani and Fitri (2021), stated on their study students more easily learn the material anywhere and anytime and also can test the ability related to statistical material directly on the E-Module to get the final result whether it meets the Minimum Completeness Criteria (KKM) or not. The EPUB3-based Math E-Modules using the SIGIL application is proven to be valid and effective in helping students and teachers carry out online learning during the Covid-19 pandemic.

As stated on DepEd Memorandum No. 39, series of 2012, the policy guideline in addressing learning gaps and implementing reading and writing program in secondary schools, DepEd recognized that most of the secondary schools had already put in place a remediation programs to address the deficiencies in learning.

In order to systematize the process, the mentioned order advised the schools to

frame their programs and interventions within the guidelines prescribed. The utilization of Strategic Intervention Materials aims to improve the least mastered skills of the students in a particular subject area.

In line with the Deped Memorandum 117, Series of 2005, it is stated that Strategic Intervention Materials are materials prescribed by the Department of Education to improve the students' performance in Math. To promote successful learning in the said subject area both in elementary and secondary learners, the Department of Education provided the teachers' training and workshop on preparing these intervention materials to be used.

The Strategic Intervention Materials help the learners to develop the competencies that they did not master during the regular classes. It can be presented using power point presentation, printed materials, or computerized activities. The SIM focuses only on one particular competency intended for remediation.

This study aims to find out the Effectiveness of using Specific Intervention In Math (SIIM) in Assessing Grade 9 students' Academic performance in the New Normal Education of Biñan Integrated National High School school year 2020-2021

## **METHODOLOGY**

Random sampling will be utilized in this study because the researcher will implement interventions. It is the purpose of the researcher to focus on the improvement of the level of proficiency of students.

The respondents of the study were forty (40) of grade 9 students of the first quarter of the School Year 2020 - 2021. For ethical considerations, the researcher informed and secured permission from the parents/guardians of the respondents about the research procedure to be undertaken.

The contextualized teaching guide and localized instructional materials were the main instruments of this study. The self-constructed contextualized teaching guide and localized instructional materials were forwarded to the grade 9 student's through the use of the Google form. They are instructed to answer the link given using the Google form.

To determine the performance of the respondents, a test instrument was constructed. The pre-test was given to the learners prior to the teaching-learning process in which the results were used as the baseline data in determining if there would an increase in terms of competencies learned, as well as their academic performance in mathematics.

The tests were composed of forty (40) item test analysis in multiple choice formats. They were based in the learning competencies covered in the topics on Basic Math. The pre-test assessed the students' prior knowledge of the topics. After the administration of the contextualized teaching guides and localized instructional materials. The respondents took the post-test which measured their content knowledge of the provided SIIM.

Pre-test and post-test will be conducted to know the Effectiveness of using Specific Intervention In Math (SIIM) in Assessing Grade 9 students'

Academic performance in the New Normal Education. The data will be gathered, analyzed, and reported.

## **RESULTS**

The result stated that the level of proficiency of Grade 9 students' academic performance in Mathematics in terms of Pre-test falls under Approaching proficiency level with a mean of 22.46 and standard deviation of 7.13.

The statistic revealed that in terms of post-test the the level of proficiency of Grade 9 students' academic performance in Mathematics is verbally interpreted in Proficient level ( $M = 28.64$ ;  $Sd = 5.73$ ), it also indicated that 52% of the respondents raging the scores from 25 – 32 points out 40 questions.

The calculated p-values ( $<0.000$ ) are less than 0.05 level of significant, it shows that there is a significant difference in the level of proficiency of Grade 9 students' academic performance in Mathematics in terms of pre-test and post-test. A negative mean difference ( $-6.18$ ) also indicated that post-test results is higher that the pre-test.

## **DISCUSSION**

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