

Utilization of Audio Recording Lesson to MDL students in ABM strand of Binan Integrated National High School: An Innovative Instructional Strategy



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The purpose of this study was to design an instructional technique for teaching specialized subjects to ABM students using audio-recorded lessons. The 119 MDL students in the ABM Strand at Binan Integrated National High School served as the study's respondents. The respondents' pre-test, formative, and summative tests in the specialized subject Fundamentals of Accountancy, Business, and Management 2 were used by the researchers to conduct an experimental research design. The results showed that students performed noticeably poorly on their pre-test without the help of the audio recorded lesson. In accordance with the findings of their formative evaluation, 50% of the respondents had improved their comprehension of the lesson and scored higher than they did on the pre-test. After listening to the audio lesson recording, the students' performance has improved. There is a highly significant difference between the pre-test and formative assessment scores, according to a comparative analysis. This shows that after being exposed to the intervention, the students outperformed themselves on the formative assessment relative to the pre-test. Comparative study between the pre-test and summative test produced the same outcome. This shows that following exposure to the intervention, the students outperformed themselves on the summative evaluation relative to the pre-test. This intervention program will be used in all courses to help underachievers and kids with special needs. This holds true not only in epidemic situations but also when our city was proclaimed to be in a state of calamity and students were forced to attend classes virtually rather than in person or opted used modules.

Keywords: *Audio Recording lesson, Innovative, Instructional Strategy*

INTRODUCTION

The pandemic changes the lives of people in extreme manner, but people have no choice but to adjust in the circumstances that is existing. One of the changes is the classroom setup which has been drastically changed. The Department of Education addressed this challenge and continuously provided quality educations amidst the situation through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No.012, s. 2020. This plan aims to ensure the health and safety of teachers and the well-being of the students. In line with this, there are four learning modalities that school may adopt depending on the local situation of the Covid-19. The second one is distance learning that has three types namely – Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television/Radio-Based Instruction. This modality is more suited to those students who can work independently or with little supervision. The third one is the Blended Learning. This modality refers to the combination face-to-face with/or modular distance learning, television/ Radio-based instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time. The last one is homeschooling where students will study in a home-based environment with a help of parents or tutor.

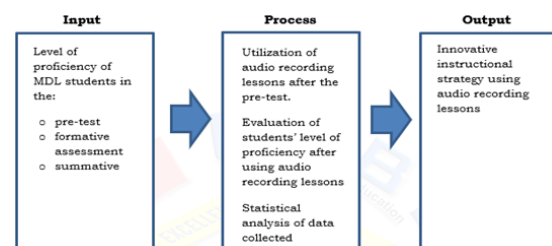
Despite the different modalities being proposed, students in the modular distance modality have a lot of things to cope with specially in the specialized subjects in Senior High School. Students in the Online Distance learning and Blended Distance learning have the advantage in learning better compared to MDL

students. Indeed, there are educational videos provided but limited to core and applied subjects. Specialized subjects are subjects that are unique to the career track or learning strand that the students chose and there is a need to provide the best way possible to deliver the lesson. The proponents also consider the situation of every modular student in this study. There are students who can't afford to have gadgets and/or have one but no or limited internet connection.

Teachers, on the other hand, are exerting more effort in engaging students to learn best. While students in the Blended Distance Learning are learning amidst the situation, modular distance learning were left behind and majority of them got low scores in quizzes. Modules itself is truly not enough specially in specialized subjects. Video lessons are also a big help, but the problem is the capacity of storage of their gadgets, and it will consume more data.

This action research aimed to develop an instructional strategy thru utilizing audio recording lesson to the Accountancy Business and Management strand in their specialized subjects.

The proposed study was based on the conceptual framework shown in Figure 1.



This study focused on the utilization of audio recording lesson to MDL students in their specialized subjects of Binan Integrated National

High School. This study will not include BDL students as they have the advantage in the learning process.

The study utilized audio recording applications such as voice recorder app, messenger's voice record feature. The recorded voice lesson is accompanied by PowerPoint presentation slides respectively. Students may look for PowerPoint slides while listening to the audio recorded lesson. This would greatly help students to grasp every information to cope with the assessment or task. This method utilized small amount of data unlike watching videos or attending an online class. Students would need to top up load in a one-time basis and click those audio recording lesson while studying. The findings of the study will greatly help both teachers and students in attaining an effective learning process. Teachers would still have ways in reaching those modular students while at home afar. Students would have a reference in answering modules and most likely to have a teacher by their side.

METHODOLOGY

The participants of this study were the grade 12 ABM Students from the Modular Distance Learning of Binan Integrated National High School, academic year 2021-2022. The population for this study were from Grade 12 ABM students enrolled in the MDL modality from sections Marshall, Marx, and Schumpeter. There were 119 students from the 3 sections.

The characteristics of the participants of the study was based on the following criteria: (1) must be officially enrolled for the school year 2021-2022; (2) enrolled in the ABM strand and MDL modality; (3) academically challenged students

coming from sections Marshall, Marx, and Schumpeter.

The selection of the sample for the study made use of purposive sampling. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The inclusion criteria for the participants of the study will be based on the mentioned characteristics.

The main instrument of the study was the teacher-made assessments. It is composed of a pre-test, a formative, and a summative assessment. Prior to implementation of the instrument, it was validated by experts in the field.

The proponents provided a pre-test to the Grade 12 ABM Modular students (Set A) and the result of the pre-test served as the basis in selecting the participants that were exposed to the intervention of audio recording lesson

The proponents prepared all the learning materials needed such as lesson exemplar, weekly home learning plan and PowerPoint presentation slides. Employing the Voice Recorder application, the proponents created an audio recording lesson and delivered it thru messenger application. Formative assessment and summative assessment were the basis for determining the proficiency level of the selected students.

Furthermore, the result of the intervention process served as the basis for the action plan.

RESULTS

Based on the findings of the study, using the audio recording as an innovative instructional intervention is shown to be effective in significantly improving the proficiency of the students, both in the formative and summative assessments.

Audio recording lesson is of the effective interventions that teachers can use to aid the problem encountered by learners in understanding specialized subjects. This intervention study can be used not only in specialized subject in ABM but to all subjects.

The table 1 shows the scores of the respondents based on the administered 25-item pre-test. Majority of the MDL respondents got the scores ranging from 6 to 10 with 74 or 62% of the population. Followed by the scores from 11 to 15 with 37 or 31% of the population. At most, 8 or 7% of the population got the scores ranging from 1-5. Lastly, none of the respondents got the scores ranging from 16-25. Based on the results, most of the students in the modular modality are having difficulty understanding concepts and ideas in specialized subject.

Table 1
Frequency and Percentage Distribution of the Respondents' Scores in the Pre-Test

Score by range	Frequency	Percentage
21-25	0	0
16-20	0	0
11-15	37	31%
6-10	74	62%
1-5	8	7%
Total	119	100%

Table 2 shows the descriptive statistics of the pre-test scores. Based on the result, the data obtained has a mean score of 9.19 and a median and mode score of 9. It means that majority of the respondents got a score of 9 out of 25. According to the central tendency presented on the table, it was revealed that students are not performing well and needs further attention to obtain a better result.

Table 2
Descriptive Statistics of Formative Assessment Scores (N=119)

Descriptive Statistics	
Mean	15.2437
Standard Error	0.4013
Median	15.00
Mode	13.00
Standard Deviation	4.3782
Sample Variance	19.1689

The table 3 shows the scores of the respondents based on the

administered 25-item formative assessment. Majority of the MDL respondents got the scores ranging from 11 to 15 with 48 or 40% of the population. Followed by the scores from 16 to 20 with 37 or 31% of the population. 19 or 16% of the population got the scores ranging from 21 to 25. 15 or 13% of the students got the scores ranging from 6 to 10. Lastly, none of the respondents got the scores ranging from 1 to 5. Based on the result, 50% of the respondents have increased their understanding of the lesson and obtained a higher score compared to their pre-test results.

Table 3
Frequency and Percentage Distribution of the Respondents' Scores in the Formative Assessment

Score by range	Frequency	Percentage
21-25	19	16%
16-20	37	31%
11-15	48	40%
6-10	15	13%
1-5	0	0
Total	119	100%

Table 4 shows the summary statistics of the formative scores. Based on the result, the data obtained has a mean score of 15.24 and a median and mode score of 15 and 13 respectively. It means that majority of the respondents got a score of below and above 13 and 15. According to the central tendency presented on the table, it was revealed that students' scores improved when the audio recording lesson has been utilized.

Table 4
Descriptive Statistics of the Pre-Test Scores (N=119)

Descriptive Statistics	
Mean	9.1931
Standard Error	0.2019
Median	9.00
Mode	9.00
Standard Deviation	2.203
Sample Variance	4.8523

Table 5 shows the Mean Percentage Score (MPS) result of the 119 MDL students on their 2nd quarterly Test in Fundamentals of Accountancy, Business and Management 2. Based on the result, it

has a mean score of 25.93 with the MPS of 65%. This shows that there is an improvement in the students' performance after being exposed to the audio recorded lesson.

Table 5
Frequency and Percentage Distribution of the Respondents' Scores in a 40-item Summative Assessment

Score by range	Proficiency Score	Frequency	Percentage
36-40	95-100	16	13%
31-35	89-94	45	38%
26-30	83-88	52	44%
21-25	76-82	6	5%
16-20	70-75	0	0
11-15	64-69	0	0
0-10	50-63	0	0
Total		119	100%

Comparison of Pre-test and Formative Assessment

Table 6 presents the comparison of pre-test and formative assessment of the students. Based on the results presented in Table 6, the students got a higher mean transmuted score of 92.69 in the formative assessment compared to their pre-test that has a mean transmuted score of 68.39. Result of the paired t-test yielded a highly significant difference between the pre-test and formative assessment scores. This indicates that the students performed better in the formative assessment compared to the pre-test after being exposed to the intervention.

Comparison of Pre-test and Formative Assessment Scores

	Mean	t	P	Interpretation
Pre-Test	68.39	-31.12	<0.010	Significant
Formative	92.69			

Table 7 presents the comparison of pre-test and summative assessment of the students. Based on the results presented in Table 7, the students got a higher mean transmuted score of 88.75 in the summative assessment compared to their pre-test that has a mean transmuted score of 68.39. Result of the paired t-test yielded a highly significant difference between the pre-test and summative assessment scores. This indicates that the

students performed better in the summative assessment compared to the pre-test after being exposed to the intervention.

Table 7
Comparison of Pre-test and Summative Assessment Scores

	Mean	T	p	Interpretation
Pre-Test	68.39	-27.95	<0.010	Significant
Summative	88.75			

DISCUSSION

The study was focused on the utilization of audio recording lesson to MDL students in ABM strand of Binan Integrated National High School: An Innovative Instructional Strategy. The purposive sampling was employed to 119 MDL students of ABM Strand.

The students performed significantly low in their pre-test result without the aide of the audio recorded lesson. Based on the result of their formative assessment, 50% of the respondents have increased their understanding of the lesson and obtained a higher score compared to their pre-test results. Based on their summative test result, there is an improvement in the students' performance after being exposed to the audio recorded lesson.

A comparative analysis shows that there is a highly significant difference between the pre-test and formative assessment scores. This indicates that the students performed better in the formative assessment compared to the pre-test after being exposed to the intervention. Same result was provided in a comparative analysis between the pre-test and summative test. This indicates that the students performed better in the summative assessment compared to the pre-test after being exposed to the intervention.

Based on the findings of the study, using the audio recording as an innovative instructional intervention is shown to be effective in significantly improving the proficiency of the students, both in the formative and summative assessments.

Audio recording lesson is of the effective interventions that teachers can use to aid the problem encountered by learners in understanding specialized subjects. This intervention study can be used not only in specialized subject in ABM but to all subjects.

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