

# ENHANCING PUPILS' UNDERSTANDING OF FILIPINO LANGUAGE THROUGH THE USE OF CLOSE PROCEDURE

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## 1. INTRODUCTION

### I. Context and Rationale

The tapestry of the Filipino language, woven with threads of indigenous and borrowed influences, pulsates with vibrant life. It echoes in the bustling marketplaces, hums in the lullabies sung to sleepy infants, and soars in the passionate verses of poets. Yet, fostering fluency and comprehension among pupils amidst diverse learning styles and a globalized environment remains a persistent challenge. This action research embarks on a quest to explore the effectiveness of the close procedure, a text-based approach, in enriching pupils' understanding and appreciation of the Filipino language.

Imagine a classroom transformed into a literary laboratory. Pupils huddle around tables, not with beakers and Bunsen burners, but with captivating Filipino texts. The close procedure, championed by Edwards, acts as their microscope, inviting them to delve beyond the surface of words and sentences. This systematic and multifaceted engagement encourages pupils to dissect the intricate dance of vocabulary, syntax, and textual construction. Through repeated close readings, guided analysis, and creative expression, they become detectives, unearthing the author's hidden gems and unraveling the secrets of the Filipino language (Mangahas, 2018).

Recent studies in the Philippines paint a promising picture. Wilkinson (2018) discovered that utilizing close reading strategies with English-as-a-second-language learners led to a notable surge in inferential reading skills and critical thinking. Likewise, Almonte's (2020) research unveiled how close reading exercises fueled Filipino vocabulary acquisition and reading comprehension among elementary school pupils.

Inspired by these findings, this action research takes a step further, meticulously tailoring the close procedure to embrace the unique tapestry of the Filipino language. By acknowledging the cultural context and linguistic nuances woven into Filipino texts, we aim to develop a targeted and impactful intervention for enhancing pupils' proficiency and forging a deeper connection with their native tongue.

Throughout this voyage of discovery, we will meticulously document the implementation of the close procedure in a Filipino language classroom setting. With each lesson, we will observe pupils' engagement, analyze their comprehension, and monitor their overall language development. Through rigorous data collection and introspective reflection, we hope to gather valuable insights into the transformative potential of the close procedure.

Ultimately, this action research aspires to contribute a valuable chapter to the ongoing saga of Filipino language education. By unveiling the hidden depths of Filipino texts, we seek to empower pupils to not only comprehend, but also celebrate the rich tapestry of their native tongue. As they navigate the intricate world of vocabulary, syntax, and literary devices, we hope to witness the blossoming of a generation that cherishes the beauty and power of the Filipino language, carrying its legacy forward with pride and passion.

Let this action research be a bridge, connecting pupils to the vibrant landscape of the Filipino language. May it illuminate the intricate beauty of their native tongue, fostering a deep appreciation for its cultural significance and literary potential. As we embark on this journey, let us be guided by the spirit of curiosity, fueled by the passion for learning, and forever captivated by the enchanting melody of the Filipino language.

## II. Proposed Intervention

The Filipino language holds significant cultural and educational importance in the Philippines, especially in primary education where it serves as the medium of instruction. However, Grade 1 pupils often face challenges in developing foundational language skills necessary for comprehension and communication. To address this issue, this proposed intervention seeks to integrate Close Procedure activities into the Grade 1 Filipino language curriculum to enhance pupils' proficiency in the language (Garcia & Palacios, 2020).

### Activity Design and Implementation:

Close Procedure activities will be carefully designed to align with the linguistic development and cognitive abilities of Grade 1 pupils. These activities will consist of age-appropriate passages with strategically removed words, encouraging students to fill in the blanks based on context and language cues. The activities will cover various aspects of the Filipino language, including vocabulary acquisition, sentence structure, and reading comprehension, thereby providing a holistic approach to language learning.

### Differentiation and Support:

Close Procedure activities will be differentiated to cater to the diverse learning needs of Grade 1 pupils. Teachers will provide support through visual aids, word banks, and simplified passages for struggling learners (Bauzon, 2019). Additionally, advanced learners will be challenged with more complex passages and vocabulary, ensuring that all students are appropriately challenged and supported in their language development journey.

### Collaborative Learning and Peer Interaction:

Close Procedure activities will incorporate collaborative learning strategies to promote peer interaction and cooperative learning among Grade 1 pupils. Students will work in pairs or small groups to complete the activities, fostering communication skills, teamwork, and peer support. Through collaborative learning, students will have the opportunity to engage in meaningful language interactions, further enhancing their proficiency in the Filipino language.

### Formative Assessment and Feedback:

Close Procedure activities will serve as formative assessments to monitor Grade 1 pupils' progress in language comprehension. Teachers will use student responses to identify areas of strength and areas needing improvement, providing timely feedback and support. By continuously assessing student performance, educators can adapt instruction and provide targeted interventions to ensure that all students achieve language proficiency benchmarks.

### Conclusion:

In conclusion, the proposed intervention aims to enhance Grade 1 pupils' proficiency in the Filipino language through the integration of Close Procedure activities into the curriculum. Grounded in research-based pedagogical approaches and supported by evidence from previous studies, this intervention offers a promising avenue for promoting language development and academic success among Grade 1 pupils in the Philippines.

## III. Action Research Questions

The study aims to implement a close procedure strategy to enhance pupils' understanding of Filipino language. Specifically, this study will seek to answer the following questions:

1. What is the pupils' enhancement level of Filipino language before using close procedure?
2. What is the pupil's enhancement level of Filipino language after using close procedure?
3. Is there a significant difference in the pupils' vocabulary level in Filipino language before and after using close procedure?

## CHAPTER 2

### 2. METHODOLOGY

This chapter outlines the methodology the researcher used to support the assertion and significance of the current study. It covers the research design, as well as the study's setting, target audience, research tools, data collection techniques, and ethical considerations.

#### Research Design

This action research will utilize a quasi-experimental pre-test/post-test control group design to investigate the effectiveness of integrating Close Procedure activities into the Grade 1 Filipino language curriculum. This design allows for comparison between an experimental group, which will receive instruction incorporating Close Procedure activities, and a control group, which will receive traditional instruction without Close Procedure activities.

### **Research Setting**

The research will be conducted at Ozamiz City Central School, located in Ozamiz City, Misamis Occidental, Philippines. Ozamiz City Central School is a public elementary school serving students from various socio-economic backgrounds in the city and surrounding areas.

### **Research Participant**

The research participants will include Grade 1 SSES pupils enrolled at Ozamiz City Central School in Ozamiz City, Misamis Occidental, Philippines, for the academic year. The participants will be selected based on convenience sampling from classrooms designated as either the experimental group or the control group.

### **Research Instrument**

#### **A. Pre-test and Post-test Language Proficiency Assessment:**

Description: A standardized language proficiency test will be administered to both the experimental and control groups before and after the intervention period to measure pupils' comprehension of the Filipino language.

Format: The test will consist of multiple-choice, fill-in-the-blank, and short-answer questions covering vocabulary, grammar, and reading comprehension aspects of the Filipino language curriculum.

Scoring: Scores will be calculated based on the number of correct responses, providing quantitative data on language proficiency levels before and after the intervention.

#### **B. Observation Checklist:**

Description: An observation checklist will be used to assess pupils' engagement levels, participation, and collaborative learning behaviors during Close Procedure activities in the experimental group.

Components: The checklist will include items such as pupil attentiveness, active participation in group discussions, cooperation with peers, and adherence to task instructions.

Scoring: Observations will be recorded using a structured scale (e.g., 1-5) to quantify pupils' behaviors, with higher scores indicating greater engagement and participation.

#### **C. Questionnaires for Stakeholders:**

Description: Questionnaires will be distributed to teachers, students, and parents/guardians to gather qualitative feedback on the effectiveness of Close Procedure activities in enhancing language comprehension.

#### **D. Attendance and Participation Records:**

Description: Records of pupils' attendance and participation in Close Procedure activities will be maintained throughout the intervention period to monitor their level of engagement and adherence to the intervention protocol.

Components: Attendance records will document pupils' presence during Close Procedure sessions, while participation records will note their active involvement and contribution to learning activities.

Scoring: Attendance and participation data will be quantified to track trends and patterns in pupils' engagement with Close Procedure activities.

### **Data Gathering Procedure**

#### **A. Pre-Implementation Phase**

Before the implementation of Close Procedure activities, a baseline language proficiency assessment will be conducted for both the experimental and control groups. This assessment will serve as a pre-test to measure pupils' initial comprehension of the Filipino language.

#### **B. Implementation Phase.**

Throughout the implementation phase, data will be gathered through direct observation of pupils' engagement levels, participation, and collaborative learning behaviors during Close Procedure activities in the experimental group. Observations will be recorded using the observation checklist to capture qualitative data on pupils' behaviors. Data will be gathered by maintaining records of pupils' attendance and participation in Close Procedure activities during the implementation phase. Attendance records will document pupils' presence during Close Procedure sessions, while participation records will note their active involvement and contribution to learning activities.

#### **C. Post-Implementation Phase**

Following the implementation of Close Procedure activities, a post-implementation language proficiency assessment will be conducted for both the experimental and control groups. This assessment will serve as a post-test to measure any changes in pupils' comprehension of the Filipino language.

**Ethical Considerations**

In any educational research involving human participants, ethical considerations are paramount to ensuring the protection of participants' rights, welfare, and dignity. As stated by Bryman (2016), ethical guidelines are essential to guaranteeing that research is conducted in a manner that respects the autonomy and well-being of all involved parties. In the context of this action research aimed at enhancing Grade 1 pupils' understanding of the Filipino language through Close Procedure activities, obtaining informed consent from school administrators, teachers, parents/guardians, and the pupils themselves is fundamental. This aligns with the principle of informed consent, which emphasizes the importance of providing participants with clear and comprehensive information about the research purpose, procedures, and potential risks, allowing them to make informed decisions about their involvement (Bryman, 2016).

Confidentiality and anonymity are critical ethical considerations in educational research to protect participants' privacy and confidentiality. According to Cohen et al. (2018), maintaining confidentiality involves safeguarding participants' personal information and ensuring that data collected from them are anonymized and stored securely. In this action research, all data collected from participants, including responses to questionnaires, interview transcripts, and observation records, will be anonymized to prevent the identification of individual participants. This ensures that participants' identities remain confidential, and only authorized researchers will have access to identifiable information, adhering to ethical standards of confidentiality and anonymity (Cohen et al., 2018).

Voluntary participation is another key ethical consideration in educational research, emphasizing that participants have the right to choose whether to participate in the study or withdraw at any time without facing negative consequences. According to Creswell and Creswell (2017), voluntary participation promotes respect for participants' autonomy and ensures that their decisions regarding research involvement are free from coercion or undue influence. In this action research, participants, including teachers, students, and parents/guardians, will be assured that their participation is entirely voluntary, and they have the right to withdraw from the study at any stage without penalty or consequence, aligning with ethical principles of voluntary participation (Creswell & Creswell, 2017).

**Data Analysis**

The data collected from the action research, encompassing both quantitative and qualitative data, will undergo rigorous analysis to address the research questions and objectives effectively. The analysis process will involve both descriptive and inferential statistical techniques for quantitative data and thematic analysis for qualitative data.

**CHAPTER 3  
RESULTS AND DISCUSSIONS**

**Table 1: Pupils' Enhancement Level of Filipino Language Before Using Close Procedure**

Table 1 presents the enhancement levels of pupils' proficiency in the Filipino language before the Close Procedure intervention. The levels range from Very Satisfactory to Did Not Meet the Expectations, with corresponding frequencies, percentages, mean (M), and standard deviation (SD).

Overall, pupils' proficiency in Filipino language before the Close Procedure intervention was satisfactory, with a mean enhancement level of 13.62 (SD = 1.46). The highest level achieved was "Very Satisfactory" (32.35%, M = 15.00, SD = 0.00), followed by "Satisfactory" (52.94%, M = 13.56, SD = 0.52), "Fairly Satisfactory" (5.88%, M = 12.00, SD = 0.00), and "Did not Meet the Expectations" (8.82%, M = 10.00, SD = 0.00).

These findings indicate a need for targeted support for pupils who did not meet expected proficiency levels, suggesting potential interventions such as personalized learning approaches, remedial sessions, and interactive teaching methods to enhance language proficiency. Regular monitoring of progress is crucial for adjusting teaching strategies effectively.

**Table 1: Pupils' Enhancement Level of Filipino Language Before Using Close Procedure**

Enhancement Level	Frequency	Percentage	M	SD
<b>Very Satisfactory</b>	11	32.35	15.00	0.00
<b>Satisfactory</b>	18	52.94	13.56	0.52
<b>Fairly Satisfactory</b>	2	5.88	12.00	0.00
<b>Did not Meet the Expectations</b>	3	8.82	10.00	0.00
<b>Overall Performance</b>	<b>40</b>	<b>100.00</b>	<b>13.62</b>	<b>1.46</b>

*Note Scale: 17-20 (Outstanding); 15-16 (Very Satisfactory); 13-14 (Satisfactory); 11-12 (Fairly*

*Satisfactory*); 1-10 (*Did not Meet the Expectations*)

**Table 2: Pupils' Enhancement Level Of Filipino Language After Using Close Procedure**

Table 2 presents the enhancement levels of pupils' proficiency in the Filipino language after implementing the Close Procedure intervention. Categories include Outstanding, Very Satisfactory, and Overall Performance, with corresponding frequencies, percentages, mean (M), and standard deviation (SD). Post-intervention, pupils showed significant improvement, with an overall mean enhancement level of 19.59 (SD = 0.96). The majority achieved the highest level, "Outstanding" (97.06%, M = 19.70), with only a small percentage at "Very Satisfactory" (2.94%, M = 16.00, SD = 0.73).

These results indicate the Close Procedure's effectiveness in enhancing pupils' proficiency in Filipino. Continued use and refinement of such interventions are crucial, along with targeted support for pupils needing further assistance to reach satisfactory proficiency levels. Regular monitoring of progress is essential for effective intervention adjustments.

**Table 2 : Pupils' Enhancement Level Of Filipino Language After Using Close Procedure**

Enhancement Level	Frequency	Percentage	M	SD
<b>Outstanding</b>	33	97.06	19.70	-
<b>Very Satisfactory</b>	1	2.94	16.00	0.73
<b>Overall Performance</b>	<b>34</b>	<b>100.00</b>	<b>19.59</b>	<b>0.96</b>

*Note Scale: 17-20 (Outstanding); 15-16 (Very Satisfactory); 13-14 (Satisfactory); 11-12 (Fairly Satisfactory); 1-10 (Did not Meet the Expectations)*

**Table 3 : Significant Difference in the Pupils' Vocabulary Level in Filipino Language Before And After Using Close Procedure**

This table highlights the significant difference in pupils' vocabulary level in the Filipino language before and after implementing the Close Procedure intervention. Variables include mean (M), standard deviation (SD), t-value, p-value, and the decision based on hypothesis testing.

Prior to the intervention, pupils had a mean vocabulary level of 13.62 (SD = 1.46). After the intervention, this significantly increased to 19.59 (SD = 0.96), supported by a t-value of 30.51 and a p-value of 0.00, leading to the rejection of the null hypothesis (Ho).

These results demonstrate a remarkable improvement in pupils' vocabulary level following the Close Procedure intervention, indicating its effectiveness in enhancing vocabulary skills in the Filipino language.

Implications suggest the importance of evidence-based interventions like the Close Procedure in language teaching practices. Continued utilization and refinement of such interventions, along with professional development for educators, are recommended. Regular assessment and monitoring of pupils' vocabulary levels are crucial for tracking progress and making necessary adjustments to interventions.

**Table 3 : Significant Difference in the Pupils' Vocabulary Level in Filipino Language Before And After Using Close Procedure**

Variables	M	SD	t-value	p-value	Decision
<b>Before Using Close Procedure</b>	13.62	1.46			
<b>After Using Close Procedure</b>	19.59	0.96	30.51	0.00	Reject Ho

*Ho: There is no significant difference in the pupils' vocabulary level in Filipino language before and after using close procedure*

*Note: Probability Value Scale: \*\*p<0.01 (Highly Significant); \*p<0.05 (Significant); p>0.05 (Not Significant)*

**CHAPTER 4**

**SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION**

**Summary**

This action research delves into enhancing Grade 1 pupils' proficiency in the Filipino language through the implementation of Close Procedure activities. The study is rooted in the recognition of the Filipino language's

cultural significance and educational importance. By weaving Close Procedure activities into the curriculum, the research aims to cultivate a deeper understanding and appreciation of the Filipino language among pupils, thereby fostering language development and academic success.

### **Findings**

1. Before the Close Procedure intervention, pupils exhibited a satisfactory level of proficiency in the Filipino language, with the majority falling within the "Satisfactory" and "Very Satisfactory" categories.
2. However, after the intervention, there was a significant improvement in pupils' proficiency levels, with the majority achieving the highest level of "Outstanding."
3. Additionally, there was a substantial increase in pupils' vocabulary level following the intervention, indicating the effectiveness of the Close Procedure in enhancing vocabulary skills.

### **3. CONCLUSION**

The findings underscore the transformative potential of Close Procedure activities in enhancing Grade 1 pupils' proficiency in the Filipino language. By providing targeted support and fostering collaborative learning, Close Procedure activities offer a promising avenue for promoting language development and academic success among pupils.

### **4. RECOMMENDATIONS**

Based on the findings, it is recommended to integrate Close Procedure activities into the Grade 1 Filipino language curriculum on a broader scale. Professional development opportunities should be provided to educators to equip them with the necessary skills and knowledge to effectively implement Close Procedure activities. Additionally, ongoing assessment and monitoring of pupils' progress are essential to ensure the sustained effectiveness of the intervention. Moreover, further research could explore the long-term effects of Close Procedure activities on language proficiency and academic achievement beyond Grade 1. Through continued collaboration and dedication, educators can empower pupils to embrace and celebrate the rich tapestry of the Filipino language, fostering a lifelong love for learning and language.

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