

**UTILIZING SHORT-CAPTURED SKILLS IN FILM INPUT IN IMPROVING MASTERY LEVEL OF THE GRADE 5 LEARNERS IN MATHEMATICS**  
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**ABSTRACT**

This study aimed to improve the mastery of the selected learners on the 3 Basic Fundamental operations that is also aligned with the learning curriculum that is covered in target quarters. The participants in this study are the selected grade five learners. The methodology used in this research was the descriptive method wherein the result of learners' pre-assessment test, which was taken before and after the intervention, was compared after two (2) months of implementation of the study. The researcher made use of short captured film during the class discussion, uploaded it in the class fb page of Grade 5. Activity sheets were also utilized in refining the skills of selected learners in Grade 5. Records of views from the WES Grade 5 page was recorded and monitored, post-test was analyzed and compared from the previous test. Based on the data gathered, it can be concluded that the use of Short-Captured Skills in Film Input help in improving mastery level of Grade 5 learners in Mathematics, during or after their class as their tool/guidance to solve given equations/problems and improve their basic skills.

**Key Concepts:** Short Captured skills, Approaching Proficiency, Fundamental operations

**INTRODUCTION**

For two years under the remarkable era, the learners tend to divert their skills from basic to progressive in terms of utilizing technology. The 9 x 7 classroom was changed into a 5' inches monitor. From face to face, we've tried to develop our skills to learn virtually. The only common was the 21<sup>st</sup> Century Skills and Learning Competencies that were budgeted on the given quarters per grade level. However, traditional teachers were driven to improve and capacitate their selves and embrace the new trend to meet the needs of their learners.

The language of number speaks in the firmest and concrete way. Sometimes it drive the learner to fear seeing equations. Challenge is now placed on the hands of the teachers who are tasked to teach Mathematics. Teachers, the navigator of the class, must be able to encourage the learners not to fear, but like or even love, the subject. As perceived from the results of the Pre-assessment test, 77% of the pupils fall under Low Proficiency, and the goal is to make a leap to another level to meet Approaching Proficiency.

A mastery level of 41.99% was noted on the Pre-Assessment test prearranged by the Division office for the Grade 5 level for SY 2021-2022. Evidently, there is a need to improve it and we must find ways on how to do it.

In the research study conducted by u Niess, Margaret L. and Walker, Janet M. (2010) on "Guest Editorial: Digital Videos as Tools for Learning Mathematics," it is stated that, "With the capabilities of digital videos, students should no longer be expected to learn mathematical concepts and processes only by sitting and listening to long explanations." That is why the researcher decided to utilize short captured skills using video, in order to assist the learner and their confidence that they can address their own needs and they have the liberty to share it to their teachers, if possible.

**STATEMENT OF THE PROBLEM**

This research aimed to improve the mastery level of selected learners in Grade 5 in Mathematics by using short captured film at Wawa Elementary School from September 2021 to January 2022 of the school year 2021-2022

Specifically, this study sought to answer the question:

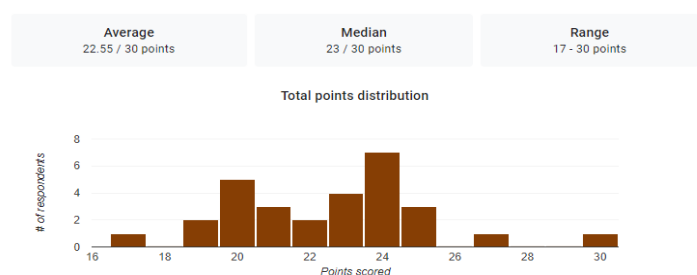
- a) How does utilization of the Short-Captured Skills in Film Input help in improving mastery level of Grade 5 learners in Mathematics?

**METHODOLOGY**

The methodology used in this research is the descriptive method wherein the result of learners' Pre-assessment test, which was taken before and after the intervention, was compared after two (2) months of implementation of the study. The researcher made use of short captured film during the class discussion, uploaded it in the class fb page of Grade 5. Activity sheets were also utilized in refining the skills of selected learners in Grade 5. Records of views from the WES Grade 5 page was recorded and monitored, post-test was analyzed and compared from the previous test.

**RESULTS AND DISCUSSIONS**

**Insights**



The table shows the scores of the learners who took the pre-test in Mathematics with 10 items for each operation written in equation and word problem. Out of 86 learners, there are 50 learners who were not able to attain 75% mastery in Multiplication, 36 learners were able to attain mastery level based on the result of Pre-assessment test which is 41.99%

And based on the given post- test for 29 learners, the average of the scores of the learners is 22.55, which is equal to 77.76% as their Mastery level for utilizing short captured film and activity sheets in order to improve their skills in Mathematics.

**CONCLUSION**

Utilizing short captured skills in a class on/off the sessions and activity sheets can support and boost the interest of the learner to join and study the fundamental operations in Mathematics even if they are at home and not spending much time in gadget.

**RECOMMENDATIONS**

- Regular use of virtual teaching technique since it can also assist in instilling knowledge or skills to improve their understanding in Fundamental Operations in Mathematics subject.
- Parents and teachers must collaborate with one another to protect and support the learner's needs.
- Utilize Mathematics video lessons online/offline which can help the learner to understand and do Mathematical computation in three fundamental operations.

**REFLECTION**

The researcher realized that the use of short captured can help in making the learner master the 3 fundamental operations that are aligned in the curriculum.

**REFERENCE:**

Niess, Margaret L. 2010, *Oregon State University* and Walker, Janet M. 2010 *Indiana University of Pennsylvania* <https://citejournal.org/volume-10/issue-1-10/mathematics/guest-editorial-digital-videos-as-tools-for-learning-mathematics>



Table Tools

Review View Help Table Design Layout Tell me what you want to do

$$2.5 = \frac{25}{10}$$

$$\div 40.5 = \frac{405}{10}$$

$$\frac{25}{10} \div \frac{405}{10} = \frac{25}{405}$$

$$\frac{25}{405} = \frac{5}{81}$$

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2 0 7 1 5 7 5 divide

2 0 2 5

4 6 5

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posting in Gr 5 page

Adding Mixed Form to Fractions  
Click emoticons as you able to watch video. Thanks Grade 5

$$\frac{80}{24} = 3 \frac{8}{24} = 3 \frac{1}{3}$$

$$= 3 \frac{8(1 \times 8)}{24(3 \times 8)}$$

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Subtracting Fractions into Mixed Form

$$3 \frac{4}{5} - \frac{4}{7}$$

NUMERATOR

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Proper Fractions

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.	4	5	3	4	4	5
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34.45 x 1.3 = row

Mathematics

LESSON 10

Addition and Subtraction

LESSON 11

Mathematics

LESSON 22 ARRANGING DECIMALS

Mathematics

MATHEMATICS Quarter 1 Week 5 Module 5

Mathematics

LESSON 23

Mathematics

LESSON 24

MATH AN...

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$$\frac{80}{24} = 3 \frac{8}{24} = 3 \frac{1}{3}$$

$$= 3 \frac{8(1 \times 8)}{24(3 \times 8)}$$

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2

has voted for "Done Week 2" in the poll. [View poll.](#)

QUARTER 2 Assessment

Done Week 1 +9

Done Week 2 +7

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