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THE USE OF SELF-DEVELOPED STORY IN THE LESSON TO IMPROVE THE RETENTION AND ACADEMIC PERFORMANCE OF GRADE 5 STUDENTS IN SCIENCE

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ABSTRACT

This study aimed to improve the retention and academic performance of Grade 5 students in Science through inserting self-developed story of the teacher in the lessons. Descriptive method was utilized in this study. Participants were selected based on the result of a pre-assessment test. Weekly test scores were used in measuring students' academic performance. The selected Grade 5 learners received instruction using an interactive teaching approach with an integration of self-developed story by the teacher. Based on the results of the weekly test mean scores, students' academic performance did not increase significantly. However, during oral recitations, it is conspicuous that learners are actively participating with what they have learned from the discussions where self-developed stories of the teacher are injected. Consequently, after four weeks of implementation, the researcher has continued the integration of storytelling using the self-developed stories to lessons suited with the mentioned approach until the conduct of the summative test. Based on the data gathered from the summative test scores, students' academic performance has increased significantly after consistently subjecting them to the integration of storytelling utilizing self-developed stories of the teacher. Thus, the use of self-developed story was found to be helpful in improving students' engagement, retention, and academic performance in Science.

Key Concepts: Storytelling, Integration, Retention, Academic Performance

INTRODUCTION

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In adapting to constant innovation of teaching methods, it is important to create a relationship between the teacher and the learner that supports intellectual risk. Storytelling can be used as a constructive teaching device for teaching science.

Science is a complex and difficult subject as perceived by many learners. Its complexity causes the learners to experience difficulties in understanding its concepts that leads them in achieving less. However, the researcher believes that the seemingly difficult and uninteresting science topics can be made interesting through building up of stories which may develop the creative thinking abilities of the learners and makes learning a joyous experience. It is observed by the researcher that a lack of interaction, motivation and innovation in the teaching-learning process may jeopardize students' progress in the subject, resulting in low academic performance, as evidenced by the quarterly assessment results.

In the study conducted by K. Nisha and N. Prema (2019) on "Storytelling: An Innovative Teaching Device to Teach Science," a significant development in the interest, and participation of learners was identified, thus the retention of science concepts improved.

In Wawa Elementary School, the Grade 5 students attained an average assessment result of 60.89% for three consecutive quarters as recorded by the researcher for SY 2021-2022. This result is lower than the target mean-percentage score of 75. Some of the problems that can be linked to this were the lack of motivation and interest in the subject, low retention rate and poor engagement of the students. The researcher believes that an interactive, constructivist teaching device for the learners can increase their engagement thus, help improve their retention, and academic performance in Science.

Since the use of storytelling as a teaching device has created a better impact and a better learning environment for the learners of the 21st century thus, to improve the retention, and academic performance of selected Grade 5 students in Science, the researcher will use self-developed stories to create interactive and constructive learning resources that will be utilized to improve students' engagement, retention, and academic performance.

STATEMENT OF THE PROBLEM

This research aimed to improve the retention, and academic performance of selected Grade 5 students in Science by utilizing self-developed stories at Wawa Elementary School from September 12 to December 14 of the school year 2022 – 2023.

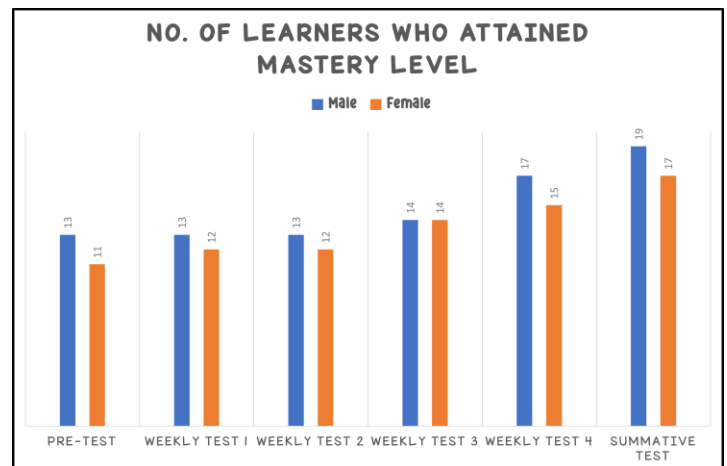
Specifically, this study sought to answer the following:

1. Is there a significant difference between the academic performance of Grade 5 students as indicated by the weekly test and summative test mean scores after using self-developed stories in storytelling as a constructive teaching device in Science?
2. How can the use of self-developed story in the lesson help improve students' engagement, retention, and academic performance of selected Grade 5 students in science?

METHODOLOGY

The methodology used in this research is the descriptive method wherein the record of the learner's data from the pre-test was compared after two (2) months of utilizing self-developed stories in delivering constructive lessons to the selected learners of Grade 5 students. Utilization of self-developed stories are documented and monitored, post-test was analyzed and compared from the previous test.

RESULTS AND DISCUSSIONS



The table shows the number of selected learners who took the pre-test in Science. Out of 98 learners there are 40 learners who were not able to attain 75% mastery level. And based on the summative test/post-test given, there is a significant increase of 90% in the number of learners who have attained the mastery level.

CONCLUSION

The use of an interactive and constructive teaching device like storytelling with the utilization of contextualized self-developed stories as part of the teaching and learning process was found effective in promoting students' engagement, improving retention, thereby improving academic performance.

RECOMMENDATIONS

- Teachers are encouraged to improvise contextualized self-developed stories to be utilized in storytelling as an innovative teaching technique.
- The school should provide training and seminar-workshop that would enhance teachers' capacity in developing contextualized self-developed stories that can be incorporated with their lessons.
- Teachers should attend training and seminar-workshop that would enhance one's capacity in developing contextualized self-developed stories that can be incorporated with their lessons, and as part of their professional growth as well.

REFLECTION

The researcher realized that incorporating self-developed stories in the lesson is a challenging task on the part of the teacher because it requires time and effort to prepare and contextualize, not to mention the need to be artistic in delivering the stories. However, during the execution of integrating storytelling of self-developed stories, the researcher finds it enjoyable and more interactive on both parties. In addition, the intervention helped improve the students' confidence and enthusiasm in learning. As a commitment, the researcher will continue to develop more stories that can be incorporated in the teaching and learning process.

REFERENCE:

Nisha K., & Prema N., (2019). Storytelling: An Innovative Teaching Device to Teach Science. Retrieved from: http://www.ijese.net/makale_indir/IJESE_2111_article_5d360c1b312e8.pdf



Manny and his family loves to do the household chores together, his mother and father makes sure to assign tasks equally to him and his siblings.

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"If you want to know, come with me and I will show you", said Pol.
Manny came with Pol and they flew above the sky where Andy saw the thick smoke coming from the vehicles and huge factories."

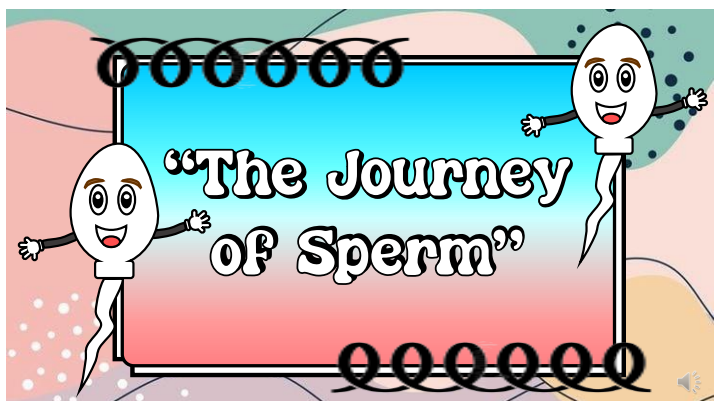
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Then Pol, took him under the sea where he saw waste materials below the sea while some are floating over it. They got out of the water and Pol took him around to see the trash and other wastes scattered around.

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Pol took him back and told him, "I know you, because the likes of you, called human, causes us... I am Pol, one of the Pollutants around you, and if you continue not to care, we will bring all of you a much bigger problem."

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"Hello! I'm sperm cell. Testosterone and are produced in the testes. Nice to meet you!"

Join me as I continue my journey here in the male reproductive system!

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