

Effect of Science Learning Module in Filipino on Content Mastery and Conceptual Understanding of Grade 9 Students

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Abstract : This research investigated the effect of science intervention modules in Filipino and in English on mastery of content (MOC) and conceptual understanding of Grade 9 students in Chemistry. Analysis of content mastery scores revealed a significant difference in the mean scores of the control and experimental group, $t(46) = -2.14$, $p < 0.05$. The experimental group achieved an MPS of $> 75\%$ in three of the five lessons while none in the control group. Analysis of the pretest and posttest scores of the control group in the test for conceptual understanding (TCU) showed no significant difference, $t(18) = 1.44$, $p > 0.05$, while pretest and posttest scores of experimental group revealed significant difference, $t(29) = -5.08$, $p < 0.05$. Comparison of posttest scores of control and experimental group revealed no significant difference $t(42) = 1.67$, $p > 0.05$. Performance in TCU and MOC of the control group are not significantly correlated, $r(17) = .307$, $p > 0.05$; but significantly correlated, $r(27) = .571$, $p < 0.05$, for the experimental group. The intervention module in Filipino promotes conceptual understanding and mastery of content than the module in English.

Keywords : action research, conceptual understanding, mastery of content, Filipino module

Conference Title : ICE 2016 : International Conference on Education

Conference Location : Singapore, Singapore

Conference Dates : January 07-08, 2016