“Simplified Concept Insert” in Science Module for Grade 4 Struggling Learners in the New Normal

Alletha L. Lumanog
Tuktukan Elementary School
Guiguinto District
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Abstract

The study investigated the effect of the SCI Insert intervention material on the performance in Science of Grade 4 struggling learners. Applying a quantitative research approach, specifically the one group pretest-posttest design, 25 Grade 4 pupils of Tuktukan Elementary School in Guiguinto District, Division of Bulacan were purposively selected having been identified as struggling learners in Science during the first quarter of SY 2021-2022 were exposed to the use of SCI Insert material which supplemented their Science modules for the second quarter of the school year. Using a researcher-made pretest and posttest in Science, the performance in Science of the participants were gauged before and after the utilization of SCI Insert. Wilcoxon signed-rank test on the scores of the participants in the pretest and posttest revealed that their scores were statistically significantly higher in the posttest than in the pretest, implying that when Grade 4 learners utilized the contextualized material SCI Insert that supplements their modules in Science, they tend to perform better. In addition, learner participants perceived that the SCI Insert is appropriate on the level of their understanding and vocabulary, it is useful to them in learning their Science lessons in modular distance learning and it is also easy to use as reflected by their strong agreement in statements in the researcher-made questionnaire about their perceptions on their use of the intervention material. The study recommends the utilization of the SCI Insert as supplementary learning material even during face-to-face learning modality as well as further studies to be conducted on the material considering other variables. It is also recommended that training and workshop for teachers to continuously upgrade their skills and ability in the creation of learning materials and developing intervention that would address the learning gaps of pupils not only in Science but also in other learning areas be provided.

Keywords: SCI Insert, contextualize, bilingual, modular modality, learning gaps