



Viewpoints of students toward direct instruction in remedial class: Input for a proposed learning plan in physical science

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Abstract

This study focused on the viewpoints of students toward direct instruction. It was conducted at the San Pablo City Integrated High School, Division of San Pablo City. The respondents were learners who did not meet the expectation for the subject. The study was conducted at San Pablo City Integrated High School during the EOSY 2021-2022. The input of the research is to design a remedial learning plan based on the responses of the students. The study utilized qualitative research in a case study setting. The case study interview was recorded and the thematic analysis codes were given in harmony with their responses. From the codes themes were assembled to have the findings of the study. From the findings a learning plan was set up. The findings show that the codes processed from the responses the viewpoints of learners toward direct instruction give these themes as responses – delivery of the lesson, lesson retention, coping with the learning process, prior knowledge in the subject, and learning gap. With these responses, a remedial learning plan was prepared. This holistic research encompasses the viewpoints of remedial students on the direct instruction utilized during remedial class. The input for a learning plan was solely based on the responses of the learners.

Keywords: *direct instruction, remediation, learning plan, thematic analysis*

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Introduction

Education has always been a vital factor in the development of a society. Thus there is a need for continuous improvement in the teaching-learning process. But there are also problems encountered and been hindering the quality of learning in our setting. One such problem is the appropriate instructional model to be used inside the classroom. Education that is solely focused on knowledge retention and knowledge acquisition lacks the teaching and development of critical thinking abilities as well as context-free learning environments. The introduction of institutionalized teaching and learning and its critically important summative assessments has mostly hindered students' capacity to master the essential 21st Century abilities of high order thinking, communication, creativity and invention, problem solving, and confidence (Warner & Kaur, 2017). The Department of Education provides the suggested instructional models, strategies, and methods (DepEd Order No. 42, s. 2016).

The study looked into direct instruction as a basis to determine the learning of students. Direct Instruction's (DI) main objective is to impart knowledge as quickly and effectively as feasible. To accomplish this, instructional designers must pinpoint the generative relationships or approaches that enable the learner to appropriately respond to untaught circumstances (Slocum & Rolf, 2021).

Literature review

Mastering basic skills is the goal of direct instruction. Advocates believe that students who are not well learning require more time and effort to learn the concepts (Adams & Carnine, 2003). According to Klahr and Nigam (2004), "discovery learning," which they describe as the learner discovering or building this skill for themselves, is less successful than direct instruction for helping students master the control-of-variables technique. There is a substantial body of evidence supporting the effectiveness of Direct Instruction in special education and general education settings. But in practice, there aren't many places where Direct Instruction is used (McMullen & Madelaine, 2014).

Teachers must modify the approach or learning model to fit the subject matter they will be teaching. For teaching measuring principles, specifically the ability to use measurement tools, the direct instruction model would be appropriate (Weno, 2014). Heward

and Twyman (2021) emphasized that an effective teaching method known as direct instruction (DI) combines logical analysis of the material students are to learn, careful selection and sequencing of instructional examples, clear communication between teacher and student, high levels of student engagement, reinforcement and corrective feedback, judicious review, and practice until mastery.

Methodology

Research design. The study utilized qualitative research in a case study setting. The process of gathering, examining, and interpreting non-numerical data, such as language, is known as qualitative research. To comprehend how a person interprets and lends meaning to their social experience, qualitative research is performed.

Respondents. The respondents of this case study were three (3) Grade 11 students undergoing the end of school year remediation class. The respondents were selected since they are the learners who did not meet the expectation for the subject (failed).

Research locale. The study was conducted at San Pablo City Integrated High School during the EOSY 2021-2022.

Data gathering. This research used the thematic analysis method which is commonly applied to qualitative research. The researchers conducted case study interview with the participants. The responses of the participants were recorded and using the thematic analysis codes were given in harmony with their responses. From the codes themes were assembled to have the findings of the study. From the findings a learning plan was set up.

Ethical consideration. Interviewees' responses were recorded audibly with a disclaimer that all recording will be treated confidentially. Interviewees were briefed about direct instruction prior to the interview proper so that information will not be manipulated by the researchers.

Findings

The viewpoints of the students in direct instruction learning have generated six (6) themes. The respondents revealed that this delivery of the lesson, lesson retention, coping

with learning process, prior knowledge in the subject, teacher factor, learning gap, and peer mentoring.

Table 1

Generated themes from the responses of the students

VIEWPOINTS OF STUDENTS	
CODE	THEMES
Lesson is easy to understand Teacher facilitated instruction Fine delivery of lesson Able to understand the lesson Can visualize the lesson Still adjusting in the setup	Delivery of the Lesson
Tend to forget the lesson the next day Reviewing the past lesson Lessons that are remembered Taking down notes Using the internet and taking down notes	Lesson Retention
Able to cope with lesson Prepared for the next school year	Coping with the Learning Process
Not well-versed in Science Interest in the subject Not fond of Science	Prior Knowledge in the Subject
There is a gap between the pacing in private and public schools. Seeing the learning gap	Learning Gap

Delivery of the lesson. The first generated theme was the delivery of the lesson. Based on the responses these were that the lesson is easy to understand, teacher facilitated instruction, fine delivery of the lesson, adjusting in the setup, and able to visualize the lesson.

“The lesson is easy to absorb and I understand better”

The response of Participant 1 implies that he can easily follow the subject and that he can absorb the lesson. This is evident in accomplishing the output tasks that targeted the learning competency.

“There is an explanation and you can ask the teacher”

In this response, the student was given assistance from the teacher and he feels that he gets the instruction he needs.

In order for teachers to make the required adjustments to increase lesson delivery quality and students' satisfaction in the classroom, teachers and school administrators need to determine what students actually expect from teachers in their lesson delivery (Ofori et al., 2021).

Lesson retention. Forgetting the lesson, the next day, reviewing the past lesson, lessons that can be remembered, taking down notes and using the Internet were the common responses from the respondents.

“Next meeting the lesson is forgotten but retained when reviewed”

This response from the first respondent is very evident even in regular class setting since students need also to remember other subjects. Review of the past lesson is still very effective in the retention of the lesson.

A stronger grasp of science topics would result from structured inquiry-based learning, which would also ensure long-term retention (Schmid, 2015).

Coping with the learning process. This includes the responses like able to cope with the lesson and preparing for the next school year.

“I learned from the lesson because I can keep up with the lesson, especially when reciting”

This response shows that the students were able to follow and adapt with the lesson since direct instruction involves assisting the students in learning the lessons. Learning always entails changes in cognitive and behavioral domains, in contrast to coping, which can be a repressive and passive strategy and does not always result in major cognitive or behavioral changes (Caffarella & Daffron, 2013).

Prior knowledge and interest in the subject. This theme was generated from the following codes – not well-versed in Science, interested in the subject, and not fond of the subject.

“I learn in class because the topics are interesting.”

Having interest in the subject matter is a factor in learning the competencies without difficulty since interest arouse the skills needed for the competency.

Numerous research has looked into the stability of individual knowledge differences, and they found it to be high. This is how prior knowledge effectively predicts future performance (Simonsmeier et al, 2022).

Learning gap. This theme was based from the following codes – learning gap between the pacing of lessons in private & public schools and seeing the learning gap.

“I feel there is a gap since I came from a private school.”

Participant 3 said that she experienced a learning gap in the pacing of the lessons. She noted that there is a difference between the pacing of lessons in private and public schools (she came from a private school). Direct instruction is suggested by the DepEd to be implemented across public schools while private schools have its own discretion. This leads to a gap that was experienced by Participant 3. But as she moves along the remedial class she was able to reduce the gap which helped her to learn and achieve the learning competencies.

Proposed learning plan. The proposed learning plan for the remediation class was based on the viewpoints of the participants in this case study as consideration:

- a. Delivery of the Lesson
- b. Lesson Retention
- c. Coping with the Learning Process
- d. Prior Knowledge and Interest in the Subject
- e. Teacher Factor
- f. Learning Gap

Incidentally, these viewpoints are the main factors in proposing a learning plan.

Conclusion

This study argues that the learning plan must not just be based on the viewpoints of the learners but also on the viewpoints from the teachers. Participants in this case study must also include teachers and other stakeholders. More student participants are needed to answer

the interview so that it could generate more viewpoints. The case study can also be conducted during regular class.

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