

# EXPLICIT TEACHING ON PUPILS ACADEMIC PERFORMANCE

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**Abstract—** In the quest to maximize students' academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. The study determined the effects of explicit teaching in pupils' academic performance in Marcelo L. Adriano Memorial School at Encanto, Angat, Bulacan during fourth grading of school year 2016-2017. on the findings of the study, the following conclusions were drawn: There is a significant difference in the pre-test and post-test of the pupils when exposed to explicit teaching and traditional method of teaching. It was found that explicit methods of teaching is effective in teaching Grade I pupils. There is a significant difference among the pupils academic performance when exposed to explicit teaching. Explicit teaching was found more effective than the traditional method in teaching Grade I pupils.

**Keywords—** *explicit teaching, traditional teaching, academic performance, curriculum, guided practice, direct teaching*

## CHAPTER I

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Teachers have the very important responsibility of shaping the lives of young, impressionable children. With this responsibility comes great pride and joy. Therefore all teachers should strive for what can be considered a "good teacher." A good teacher can be defined as someone who always pushes pupils to do their best while at the same time trying to make learning interesting and creative as well. Teachers vary on how they manage their classrooms, but little is known regarding the relationship between elementary school classroom management styles and pupils outcomes (Brannon, 2010).

A good teaching procedure will lead to effective learning that is why it is very important for a teacher to understand and use applicable or new method of teaching. One of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills.

Teachers, on the other hand, take an important role in the development of young minds regarding this

issue. There are varieties of teaching techniques and strategies that teachers may utilize which can help the pupils in understanding the language. Effective teaching is only possible if teachers would take into account the understanding of the complexity of classroom teaching and learn to acquire strategies that will enable them to continually assess and enhance the teaching-learning effectiveness (Mojares, 2008).

Pressley & Harris (2006) suggested that educators can implement —strategies instruction, in a useful approach to teaching learning strategies. Strategies instruction can be embedded in content-area classes; it can be a part of the teaching-learning process. Schumaker and Deshler (2006) define learning strategies as the way a learner engages in a task, including how an individual plans and regulates his or her performance. Wadsworth et al. (2007) in their research on learning strategies used by students, found that learning strategy use was associated with academic achievement.

Pupils would always evaluate how the teachers perform in their class including the mastery of their lessons and the manner of delivery of the lesson. The strategies used by the teacher have been contributory to the amount of information gained by the pupils. Assessing teaching performance enables one to gauge the quality of instruction represented by an institution and facilitate better learning among pupils (Medallon, 2014).

Direct Instruction as a philosophy of teaching is based on the premise that pupils learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles (Tomlinson, 2009).

It sees the learning experience as social and collaborative. The responsibility of what happens in the classroom is first to teacher, but also to the learner (Subban, 2006).

Explicit teaching is an instructional strategy used by teachers to meet the needs of their pupils and engage them in unambiguous, clearly articulated teaching. The purpose of explicit teacher modeling is to provide pupils with a clear, multi-sensory model of a skill or concept. The teacher is the person best equipped to provide such a model. Martin (2005) agreed that understanding what strategies pupils use in the classroom was important.

On the other hand, during Explicit Instruction, teachers have a great deal of responsibility to monitor pupils needs and provide the kind of scaffolding most appropriate throughout the learning process. However, pupils have responsibility too. They must realize that they will be expected to perform the task by themselves, and they should then work toward achieving that goal.

Kroesbergen and Van Luit (2003) concluded that explicit methods were more effective than less direct instructional methods such as discovery learning. They believed that explicit methodology is helpful to all pupils learning new skills and content, and is absolutely essential for struggling or disadvantaged learners. Explicit teaching is not just merely giving pupils clear directions or even stating the learning goals at the beginning of a lesson – it is a way of thinking about and acting out teaching and learning in a principled way throughout the lesson (i.e., from assessment through to planning, implementation and review).

Explicit instructional talk is evident when it directly and intentionally prepares pupils for their learning, informs them of the learning path and enables them to develop metacognitive strategies for knowing that learning has taken place. It is an approach that clearly explicates and maintains the 'what', the 'how' and the 'why' of any given lesson.

The research supporting the effectiveness of explicit instruction, results reported by the National Reading Panel (2000) indicate that teaching phonemic awareness and phonics does have a positive impact on students' overall reading ability (i.e., being able to read words in print accurately and fluently, as well as demonstrating comprehension).

Providing numerous practice attempts for students as they learn new skills is a key element of explicit instruction and consistently appears as an important element in teaching pupils with learning difficulties.

To maximize pupils' academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby pupils are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. The nature of teaching reading explicitly requires intensive training and knowledge on the part of the instructor. Jenson (2014) discusses the highly structured nature of explicit reading programs and how teaching them can be a "daunting task" on the part of the general education instructor. Content area teachers would need to implement these programs in their general education,

content classes in order for students to receive the reading instruction they require, however this is not a feasible or practical approach. In fact, this approach may provide a disservice to classrooms because not all pupils require explicit reading instruction.

Teachers plan for explicit teaching to make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a pupil's development and independent application of knowledge, understanding and skills.

The explicit teaching is a teacher strategies to achieve the objectives of their lesson may also help the pupils to enjoy learning at the same time they may learn well. Opportunities for learning are enhanced when classroom talk is clearly focused on learning about aspects of literacy and directly responds to the learning needs of the students. In order to improve the academic performance of all students, teachers need to help pupils develop effective learning strategies. As research suggests, effective use of learning strategies can greatly improve student achievement (Protheroe & Clarke, 2008). Explicit instructional talk enables pupils to have the opportunity to invest in their own learning in a meaningful way.

### Statement of the Problem

The main purpose of this study was to determine the effects of explicit teaching in pupils' academic performance in Marcelo L. Adriano Memorial School at Encanto, Angat, Bulacan during the fourth grading of school year 2016-2017.

Specifically, it sought to answer the following questions:

1. How may the academic performance of the Grade 1 pupils be described before and after using explicit teaching?
2. Is there a significant difference between the pretest and posttest of the pupils when they are exposed to explicit teaching?
3. Is there a significant difference between the pupils academic performance when they are exposed to explicit teaching?
4. What are the problems/difficulties encountered by the respondents exposed to explicit teaching?

### Hypothesis

This study is guided by the following hypotheses:

1. There is no significant difference among the pupils academic performance when exposed to explicit teaching.
2. There is no significant difference in the pre-test and post-test of the pupils when exposed to explicit teaching.

### Conceptual Framework

The primary interest of this research is to determine the effects of explicit teaching in pupils' academic performance.

Explicit teaching is an instructional strategy used by teachers to meet the needs of their pupils and engage them in unambiguous, clearly articulated teaching. Teachers plan for explicit teaching to make clear connections to curriculum content, through a concise focus on the gradual and progressive steps that lead to a pupil's development and independent application of knowledge, understanding, and skills.

Explicit instruction, also known as direct instruction, has been shown to be efficacious in learning and teaching the major components of academic skills instruction (National Institute of Child Health and Human Development, 2000).

Explicit instruction embodies the entire instructional/assessment cycle including planning and design, delivery and management, and evaluation/assessment. As noted by Archer and Hughes (2011), instruction that is designed to be explicit is characterized by three essential stages: (a) clear delivery with models and demonstrations, followed by (b) guided practice supported by the teacher with corrective feedback delivered in a timely manner, and finally (c) gradual withdrawal of teacher supports during practice to move pupils toward independent performance. Objectives that pupils are to learn often require differing degrees of directness and structure, and explicit instructional strategies are dynamic and interactive in a relationship that mandates flexible and responsive instruction (Villaumeet al., 2003).

Explicit instruction is systematic, direct, engaging, and success oriented - and has been shown to promote achievement for all pupils. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving pupils opportunities to practice and master new material (Archer 2011).

Explicit instruction involves using highly structured and sequenced steps to teach a specific skill. With this approach, the educator intentionally aims to teach pupils with Learning Difficulties (LDs) using a series of actions in three main stages: preparing for the lesson, interacting with pupils over the course of the lesson, consolidating the lesson taught. (Gauthier et al., 2010).

Explicit instruction can be divided into three sequential steps: **modeling, guided or directed practice, and independent practice**. The modeling step promotes the understanding of the learning objectives for pupils with Learning Difficulties (LDs). Guided practice allows pupils to practice using the technique and to consolidate their understanding through group work. Independent practice provides pupils with learning opportunities to acquire and master the target skills.

Explicit instruction practices bring together highly recognized and recommended components of

effective instruction and of schema theory. These include providing step-by-step explanations, modeling, engaging in guided practice; practicing the skill or element independently in a variety of applications; support in making connections of new to previous learning; teacher explanations as to the importance, usefulness, and relationships of a new skill or cognitive strategy; and consistently eliciting student interest (Rupley, et al., 2009).

The purpose of explicit teacher modeling is to provide students with a clear, multi-sensory model of a skill or concept. The teacher is the person best equipped to provide such a model. Explicit instructional talk enables pupils to have the opportunity to invest in their own learning in a meaningful way and not have to be engaged in 'psycholinguistic guessing games' where the student is having to 'get inside the teacher's head' to establish the purposes for learning. When the learning objectives are blurred or implicit, many pupils may find the integration of implicit references to aspects of literacy confusing or even impossible.

Academic performance is the outcome of education, the extent to which a pupils, teacher or institution has achieved their educational goals.

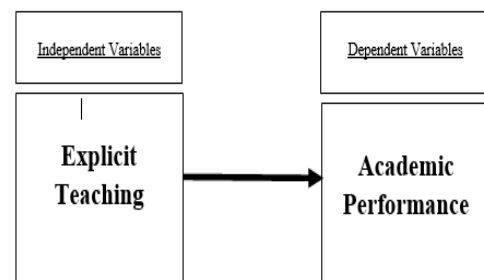


Figure 1. Paradigm of the Study

Figure 1 represents the relationship between the independent and dependent variables. As illustrated in the figure, independent variables presented the strategies to be used in teaching which is the Explicit Teaching and the dependent variables presented the academic performance of the pupils.

### Significance of the Study

Findings of this study would be beneficial to the following:

School Administrators. Result of this study will serve as a guide for school administrators in promulgating school policies. This study may also serve as a basis for the school administrators in formulating teaching strategies to be used.

Teachers. The study is significant because this will serve as a basis for the teachers in choosing strategies that will best benefit their pupils.

Pupils. More importantly, results of this study will benefit the school pupils who are directly the beneficiary of the study. This will help them to understand well their lessons.



Future Researchers. This study will provide essential materials for reference. They may also gain valuable insights from the study by considering other variables as

influential factor in determining pupils' academic improvement.

### Scope and Limitation of the Study

The main focus of the study was to determine the effectiveness of explicit teaching on pupil's academic performance. The respondents of the study was Grade 1 pupils in Marcelo L. Adriano Memorial School.

Basically, this study intended in determining the effectiveness of explicit teaching strategy in Marcelo L. Adriano Memorial School in Encanto, Angat, Bulacan for the fourth grading period academic year 2016-2017. The participants of the study were the Grade I pupils in Marcelo L. Adriano Memorial School.

### Location of the Study

The study was conducted at Marcelo L. Adriano Memorial School formerly known as Encanto Elementary School which is now named after Mr. Marcelo Lazaro Adriano who donated the land. It can be found at Encanto, Angat, Bulacan.

Marcelo L. Adriano Memorial School is near the famous GawadKalinga Enchanted Farm and it is only the school in Bulacan which has the KusinangKalinga that supported the lunch feeding program for the pupils.



Figure 2. Map of Angat, Bulacan  
([wikipedia.org/wiki/Angat,\\_Bulacan](http://wikipedia.org/wiki/Angat,_Bulacan))



Figure 3. Marcelo L. Adriano Memorial School, Encanto, Angat, Bulacan

### Definition of Terms

For the purpose of clarity, accuracy and better understanding of this research, the following terms were operationally defined as they used in this study:

**Academic performance.** This refers to the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic performance commonly measured through examinations or continuous assessments.

**Curriculum.** As utilized in this study, it refers to the entire program provided by a classroom, school, district, division, and the Department of Education. A curriculum is an area of education that will be improved through the use of theses and dissertations as conducted by the teacher-researchers from the different graduate institutions.

**Explicit teaching.** It refers to strategy used by teachers to meet the needs of their pupils and engage them in unambiguous, clearly articulated teaching. Explicit teaching enables students to have the opportunity to invest in their own learning in a meaningful way and not have to be engaged in '*psycholinguistic guessing games*' where the student is having to '*get inside the teacher's head*' to establish the purposes for learning.

**Traditional teaching.** The term refers to the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes).

**Direct teaching.** It refers to the systematic instructional method that first and foremost requires the teacher to have a command of the subject matter at as close to a mastery level as possible. It is a systematic way of planning, communicating, and delivering in the classroom.

**Modeling.** This refers to the instructional strategy in which the teacher demonstrates a new concept or approach to learning and pupils learn by observing. It is an effective instructional strategy it allows pupils to observe the teacher's thought processes. Using this type of instruction, teachers engage pupils in imitation of particular behaviors that encourage learning.

**Guided practice.** This refers as directed practice, which allowed pupils to succeed in achieving the desired learning objectives. It also helped pupils to gain the confidence and motivation necessary to continue their learning. Guided practice supported by the teacher with corrective feedback delivered in a timely manner.

**Independent practice.** It refers to the part of the lesson cycle where students are given the opportunity to practice the concept presented during the introduction to new learning and is a time for pupils to work towards mastery of the knowledge/skills presented in the lesson before an assessment

is given. In the lesson cycle, Independent practice typically comes after the **guided practice**. It is usually an activity that the pupils accomplish individually, with a partner, or in small groups while the teacher monitors the work.

## CHAPTER II

### METHODOLOGY

This chapter presents the methods and techniques on which the researcher utilized in her study. It likewise describes the subject of the study, the instrument used in gathering the pertinent data and the data processing technique and the statistical tools that were applied in the analysis and interpretation of data.

#### Research Design

In order to attain this objective, the researcher employed the mixed methods of research which is a combination of quantitative and qualitative research designs or explanatory sequential type of mixed method. The quantitative method was used in the experiment to determine the effectiveness of explicit teaching. Meanwhile, the qualitative method was employed in the interview of the researcher with regard to the performance of the pupil respondents during the conduct of the experiment.

Experimental research refers to the type of research that influence directly a particular variable (Shadish et al., 2002).

On the other hand, qualitative research design was used to determine the insights or perceptions of the pupils. It is concerned with developing explanations of social phenomena (Shank, 2002).

The mixed method type of research was used in the study. It is a procedure for collecting, analyzing and "mixing" both quantitative and qualitative research and method in a single study to understand a research problem (Creswell, 2003).

The strategies were arranged alternately as scheduled to specific section. Switching replication design is similar to counter balanced design as used to compare the intervention against existing standard. The counterbalance design is a within participants design, where the order of the intervention is varied. Switching replication design is one of the strongest of the experimental designs. It addresses one of the major problems in experimental designs the need to deny the program to some participants through random assignment. That is, the implementation of the treatment is repeated. And in the repetition of the treatment, the two section switch roles—the original control group becomes the treatment group while the original acts as the control. By the end of the study all respondents have received the treatment. (Harris et. al., 2006)

#### Data Gathering Techniques

Prior to the conduct of the experiment, a letter of request was sent to the Office of Schools Division Superintendent for approval. Upon the consent from the office, the researcher coordinated with the principal of Marcelo L. Adriano Memorial School.

At this time, the researcher started the implementation of the explicit teaching strategy to the target respondents composed of the Grade I pupils at Marcelo L. Adriano Memorial School. This was conducted from fourth grading of school year 2016-2017.

The researcher used activities as its main tool for gathering data which is supplemented by documentary analysis.

The implementation of explicit instruction, demonstrated to the pupils show what they must do (**modeling**) to guide pupils through a group activity (**guided practice**) so that pupils have the necessary skills to complete the task, practiced the task independently (Gauthier et al., 2010).

The researcher set six-week guide. Two sections was involved in the study and for each section the teacher used different strategies. To determine the effectiveness of the explicit teaching strategy the researcher provided activities directly based on the pretest and posttest.

Pretest and Posttest were used by the researcher in gathering the data. The pupils from Grade I of Marcelo L. Adriano Memorial School, Encanto, Angat, Bulacan took pretest in the first day of the session using explicit teaching. Pretest was administered in order to find out the academic performance of the Grade I pupils.

Table 1. Timeline of the Study

Duration	Topic	Approaches		Activities
		Traditional Method	Explicit Instruction	
Grade I 40 minutes Mangga	Topic	Traditional Method	Explicit Instruction	Reading
Grade I 40 minutes Melon				Writing
				Speaking
		SECTION	SECTION	
Feb 6-10	Salitang Maikasinekahulugan, Maikasalungat at Maikasintunog	Grade I- Mangga	Grade I- Melon	Natutukoy ang mga salitang maikasinekahulugan, maikasalungat at maikasintunog
Feb 13-17	Pagkilala sa mga bagong salita	Grade I- Melon	Grade I- Mangga	Nasasabi ang kahulugan ng salita sa tulong ng pangungusap
Feb 20-24	Pagbabaybay	Grade I- Mangga	Grade I- Melon	Nakababaybay ng salita
Feb 27-Mar 3	Pang-abay	Grade I- Melon	Grade I- Mangga	Nakikilala ang pandiwa na ginamit sa pangungusap
Mar 6-Mar 10	Tambalang Salita	Grade I- Mangga	Grade I- Melon	Nakabubuo nang isang bagong salita sa tulong ng tambalang salita
Mar 13-Mar 17	Pagunawa sa kwentong binasa	Grade I- Melon	Grade I- Mangga	Nasasagot ang mga katanungan tungkol sa nabasang kwento.

Two section of pupils were taught using explicit teaching and traditional teaching. Moreover, after the period of the initial set of treatment, a posttest was administered. The results were tabulated and were treated statistically.

Table 1 presents the timeline of the study. The first column presents the framework of the study. The second column presents the lessons for the Grade I pupils. The third column presents the sections used in the study; Grade I Melon and Grade I Mangga and the last row presents the activities used.

### Sampling Procedures

A total of 60 respondents were included in the study. Total enumeration of Grade 1 pupils from Marcelo L. Adriano Memorial School located at Encanto, Angat, Bulacan. was included in the study.

Table 2 shows the distribution of the Grade I pupils who served as respondents in the conduct of this study. It can be noticed from the table that each section composed of 30 grade one pupils with a total of 60.

Table 2. The Respondents of the Study

RESPONDENTS	
Grade I-Mangga	30
Grade I-Melon	30
Total	60

### Data Analysis Scheme

The result from the pretest and posttest of each group were tallied and presented in tabular form. The data from the test were calculated for comparison and analysis. To determine the effectiveness of the explicit teaching strategy.

Mean was used in describing the performance of the pupils in pretest and in posttest. Standard deviation was determined to describe the variability and homogeneity of the pupils score from the mean. T-test compared the pupils' performance in pretest and posttest.

## CHAPTER III

### RESULTS AND DISCUSSIONS

This chapter presents the analyses and interpretations of all the data gathered in this study in accordance with the problems stated in Chapter I. It determined the effects of explicit teaching in pupil's academic performance in Marcelo L. Adriano Memorial School at Encanto, Angat, Bulacan during the school year 2016-2017.

#### The Academic Performances of Grade One Pupils

The academic performances of the Grade I pupils in the pretests and posttests before and after exposing them to explicit teaching and traditional method of teaching are presented in Tables 3 and 4.

#### Explicit Teaching

Explicit instruction began with modeling. This step consisted of the teacher demonstrating a task for pupils and describing exactly what was being done as it was being done. The goal of the modeling step was for the teacher to explicitly state the *what, why, how, when* and *where* of what they are doing. After modeling, the next step of explicit instruction was guided practice, also referred to as directed practice, which allowed pupils to succeed in achieving the desired learning objectives. It also helped pupils to gain the confidence and motivation necessary to continue their learning. Finally, independent practice allowed pupils to put themselves in new learning situations where they applied what they have understood from the modeling and guided practice steps. This final learning step provided pupils an opportunity to test out their understanding in order to obtain the highest level of mastery possible.

Examination of the tabulated data showed that before exposing the pupils to explicit teaching, pretest results revealed that 70.00 percent obtained scores from 24 to 31. Meanwhile, more than one-fourth or 28.33 percent got scores from 16 to 23. On the other hand, 1.67 percent registered scores from 32 to 40. Further examination of the same table showed that the scores of the pupils ranged from 16 to 32. The mean was computed at 25.80 while the standard deviation which measured the spread of the pupils' scores from the mean was registered at 3.99.

Table 3 presented the academic performance of grade one pupils in the 40-item pretest/posttest before and after exposing them to explicit teaching.

Table 3. Frequency Distribution and Descriptive Measures of Pupils' Academic Performance in the Explicit Teaching

Score	Pretest		Posttest	
	F	%	F	%
32 – 40	1	1.67	38	63.33
24 – 31	42	70.00	20	33.33
16 – 23	17	28.33	2	3.33
8 – 15	0	0.00	0	0.00
0 – 7	0	0.00	0	0.00
Total	60	100	60	100
Range	16 – 32		23 – 40	
Mean	25.80		32.30	
SD	3.99		4.16	

These results implied that 41 pupils obtained scores within the range of 22 to 30. Furthermore, these results implied that pupils had above average baseline knowledge in the subject matter before exposing them to explicit teaching.

A closer look at the same table showed that in the posttest which was administered after exposing the pupil respondents to explicit teaching, results showed that 63.33 percent obtained scores that lie in the highest bracket of 32 to 40. On the other hand, one-third or 33.33 percent of the respondents got scores from 24 to 31. Meanwhile, 3.33 percent registered scores from 16 to 23. Further perusal of the same table revealed that the scores of the pupil respondents in the posttest ranged from 23 to 40. Meanwhile, the mean was recorded at 32.30 while the standard deviation was computed at 4.16.

These findings implied that approximately 41 pupils registered scores from 28 to 36. Moreover, these results indicated that the level of pupils' academic performance increased as compared to the pretest results. Furthermore, this meant that pupil respondents' level of performance after exposing them to explicit teaching was high.

A large body of research shows effective classroom interaction leads to successful learning when it is explicit. Explicit instructional talk enables pupils to have the opportunity to invest in their own learning in a meaningful way and not to be engaged in

'psycholinguistic guessing games' where the student is having to 'get inside the teacher's head' to establish the purposes for learning. Explicit teaching therefore is a powerful way of 'letting the students in on the big secret of what is going on' resulting in a more genuinely student-centered pedagogy that moves toward catering, more equitably, for the diversity of learners present in the everyday classroom (Edwards-Groves, 2002).

When the pupil respondents were asked "Which teaching strategy did they participated well in the class discussion?" The pupil respondents stated that they were active during the discussion using explicit teaching.

On the conducted interview when the pupils were asked "Which teaching strategy did the teacher presented the lesson very well?" The pupil respondents stated that their teacher presented the lesson very well with the used of explicit teaching.

Likewise when the pupil respondents were asked "Which teaching strategy did you find the lesson interesting?" The respondents answered that they find the lesson interesting when it was being taught using explicit teaching. However, some pupil respondents stated that their teacher presented the lesson interesting when the lesson was taught using traditional teaching.

Correspondingly when respondents were asked "What strategies helps you understand well the lessons" The respondents choose explicit teaching. Futhermore, they stated that they understand well the lesson with the said strategies and at the same time they enjoyed learning.

Also when the respondents asked "What strategy they like most" the pupils chosen explicit teaching. However, there are some pupils who chosen traditional teaching. And when the researcher asked them why they have chosen the said strategy, the pupils replied that they chose explicit teaching because they are guided with the activities that they are doing and the modelling procedures helps them also to understand well the lessons while the other pupils chosen traditional teaching because they prefer to have a lecture type of discussion.

On the observation of the researcher, pupils were more active during the discussion using explicit teaching and at the same time the researcher observed that the pupils enjoyed learning and doing activities with the used of explicit teaching. The researcher noticed that pupil respondents understand the lesson easily when it was taught explicitly. In fact it can be proven by the results of the pretest and posttest given to the pupil respondent. The researcher noticed that sometimes the pupils are given lack of time in doing their activities and because of that the researcher gave them extra time to finish their work.

**Traditional Method**



Traditional teaching, as most of us have experienced, is classroom-based and consists of lectures and direct instructions conducted by the teacher. This teacher-centered method emphasizes learning through the teacher's guidance at all times. Pupils are expected to listen to lectures and learn from them.

Traditional method is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard pupils as having 'knowledge holes' that need to be filled with information. The traditional teacher views that it is the teacher that causes learning to occur (Novak, 2010).

It can be noted from Table 4 that in the pretest, 61.67 percent of the pupils registered scores from 8 to 15. On the other hand, 26.67 percent obtained scores from 16 to 23, 10 percent got scores from 0 to 7, and the remaining 1.67 percent registered scores from 24 to 31. The same table showed that the pretest scores of the respondents before exposing them to traditional method of teaching ranged from 5 to 24. The mean was computed at 13.35 while the standard deviation was registered at 4.10.

Table 4 exhibits the scores of the pupil respondents in the 40-item pretest and posttest before and after exposing them to traditional method of teaching.

Table 4. Frequency Distribution and Descriptive Measures of Pupils' Academic Performance in the Traditional Method of Teaching

Score	Pretest		Posttest	
	F	%	F	%
32 – 40	0	0.00	0	0.00
24 – 31	1	1.67	10	16.67
16 – 23	16	26.67	42	70.00
8 – 15	37	61.67	8	13.33
0 – 7	6	10.00	0	0.00
Total	60	100	60	100
Range	5 – 24		9 – 28	
Mean	13.35		19.90	
SD	4.10		4.43	

These results implied that nearly, 41 pupil respondents registered scores that ranged from 9 to 17. Moreover, these findings indicated that the base line knowledge of the pupils on the topics to be discussed using the traditional method of teaching was below average.

Analysis of the same table reveals that in the posttest which was administered after exposing the pupils to traditional method of teaching, majority or 70 percent of them got scores from 16 to 23. Meanwhile, 16.67 percent of the pupil respondents registered scores from 24 to 31 and the remaining 13.33 percent obtained scores from 8 to 15. Further examination of the tabulated results show that the scores of the pupil

respondents in this posttest ranged from 9 to 28 with a computed mean of 19.90 and standard deviation of 4.43.

These results implied that 41 pupil respondents obtained scores from 15 to 24. Moreover, results disclosed that respondents learned the lessons when it was presented using the traditional method of teaching. Furthermore, findings showed that the academic performance of the pupil respondents after exposing them to the aforementioned teaching method was average.

Most students consider the traditional method of teaching beneficial for learning because they can interact with the teacher and their classmates. Especially for people who learn better through cooperative activities and group work, the possibility of asking questions and receiving immediate answers is important. Many students prefer face-to-face interactions to technology-mediated conversations. Some students need constant reassurance that what they do is correct and that they are going in the right direction, so they need feedback to keep them moving (Xu, Huaxin, 2008).

When the respondents were asked about the problems that hinder them to understand the lesson, the respondents stated that lack of time in doing some activities is one of the problems they encounter.

On the observation of the researcher, pupils were quiet and serious with the discussion using traditional teaching. The researcher observed that some pupils feel bored during the discussion. However, some pupils still preferred the traditional teaching.

#### Differences between Means of Pretests and Posttests

Table 5 presents the results of the T-test analyses was performed to determine if significant difference existed between the pretest and posttest of the pupil respondents in the explicit and traditional method of teaching. The dependent samples T-test or paired sample T-test was utilized to determine if the scores of the pupil respondents in the pretest is significantly different from their scores in the posttest. The T-test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups.



Learning Instruction	Pretest		Posttest		Mean Diff.	t-comp	p-value
	Mean	SD	Mean	SD			
Explicit	25.80	3.99	32.30	4.16	-6.50	-8.74**	0.000
Traditional	13.35	4.10	19.90	4.43	-6.55	-8.41**	0.000

Table 5. t-test Analysis on the Differences between Means of Pretests and Posttests

Legend: \*\* = highly significant ( $p \leq 0.01$ )

Findings revealed that highly significant difference was found between the pretest and posttest for the explicit teaching. This highly significant difference was implied by the computed t-value of -8.74 and was brought about by the fact that the computed probability value of 0.000 is less than the 0.01 level of significance. Likewise, highly significant difference was found between the pretest and posttest mean scores of the pupil respondents when they were exposed to traditional method of teaching. This highly significant difference was manifested by the computed t-value of -8.41 with a probability value of 0.000 which is less than the 0.01 significance level. The negative sign in the mean difference -8.41 indicates that pupils scores in traditional teaching is lower than the score in explicit teaching.

Results disclosed that the increases of pupil respondents' scores in posttests for explicit and traditional method of teaching were highly significant. Furthermore, results indicated that the performances of the learner respondents in the pretests is significantly different from their performance in the posttests. Hence, results implied that the aforementioned strategies are effective in teaching.

Results showed that explicit teaching is effective in increasing the academic performance of the Grade I pupils.

In the same vein, explicit instruction can be tailored to fit meet the needs of more specific strategy or skill instruction as well. The study with the purpose of identifying effective strategies for increasing reading skills in adult learners. Many of the participants in this study had never been given the educational opportunity to become fully literate while in school, hence purpose of this study was to determine whether reading skills could be enhanced, even at later developmental stages in life. This study supported the effectiveness of intense, explicit instruction and the ability for adult learners to increase literacy skills. Interestingly, the participants in this study made particularly significant gains with expository, or informational, texts (Van den Bos, et. al., 2007).

#### Differences between Means of Posttests

One of the problems of the present study is to determine which is more effective between the explicit teaching and the traditional method in teaching Grade

I pupils. To answer this, posttest results for both teaching methods were compared using the paired sample T-test. Results of the analysis are indicated in Table 6.

Table 6. t-test Analysis on the Difference between Pupils' Performances in Explicit and Traditional Method of Teaching

Learning Instruction	Posttest		Mean Diff.	t-comp	p-value
	Mean	SD			
Explicit	32.30	4.16	12.40	15.81**	0.000
Traditional	19.90	4.43			

Legend: \*\* = highly significant ( $p \leq 0.01$ )

As manifested in the table, the mean difference of 12.40 was found highly significant as indicated by the computed T-value of 15.81 with a probability value of 0.000 which is less than the 0.01 level of significance.

This implied that highly significant difference existed between the academic performances of the Grade I pupils when they were exposed to explicit teaching and the traditional method of teaching. These results further implied that the academic performances of the pupil respondents really differ from each another when the subject matters were presented using the aforementioned teaching strategies. It was then found that explicit teaching with the mean of 32.30 was more effective than the traditional approach with 19.90 mean correspondingly.

In accordance to the present findings conducted, one such study to analyze the impact of explicit instruction of strategies for skills including making inferences, use of facts, and the use of analogies. The research indicated that students not only seemed to enjoy the experimental instruction, but that there were marked increases for literacy skills. The program of study included teacher scripts, choral responses by students, immediate feedback and correction and direct modeling of skills. Additionally, students "maintained performance after reaching criterion" indicating that generalization of learned strategies occurred (Flores & Ganz, 2007).

A research indicated similar results, stating that students involved in a scripted scope and sequence program "demonstrated growth in important component skills." This study, which was conducted with twenty-four children with Down Syndrome, ages seven to sixteen, differed from Flores and Ganz's research in that the explicit instruction intervention was provided through one on one sessions, rather than small group intervention. However, even with students who have different backgrounds, research validates the use of explicit instruction methods stating that, "incorporating elements of explicit, systematic reading instruction interventions may hold promise for many, particularly for children who are

able to read a small number of sight words.”(Lemons & Fuchs, 2010)

Another study that highlighted the positive impact explicit instruction can make is the intervention program employed in their research combined explicit instruction of reading skills with other teaching strategies commonly used in special education settings. With the additional support of the strategy instruction, there was a “positive impact on students’ reading in three areas: phonics and phonological awareness, sight words and comprehension” (Taylor et al., 2010).

Results of the present study corroborate with the findings of the conducted interview with the pupils. When the pupils were asked, in which strategy they understood the lesson easier, majority of the respondents replied that they understood the lessons presented by their teacher through the use of explicit teaching.

When the respondents were asked about what they can say about the strategies used by their teacher in teaching, majority of the respondents answered that they appreciate the activities in explicit teaching. However, there were some respondents who stated that they still preferred the traditional method of teaching. These respondents cited that they learned more when the teacher is the one who gave all the information and concepts regarding the topics.

On the conducted interview when the pupil respondent were asked if they want to recommend traditional teaching or explicit teaching in other subject areas, the pupil respondents stated that they prefer to recommend explicit teaching. These respondents further said that they learn better when their teacher taught them using explicit teaching. However, some pupil respondents still prefer to recommend traditional teaching because for them they can easily understand the lesson when it was taught using the traditional teaching.

## CHAPTER IV

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

#### Findings

The study determined the effects of explicit teaching in pupils’ academic performance in Marcelo L. Adriano Memorial School at Encanto, Angat, Bulacan during fourth grading of school year 2016-2017.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that before exposing the pupil respondents to explicit teaching, majority or 70

percent of them obtained scores from 24 to 31 in a 40-item pretest. The scores of the pupils ranged from 16 to 23. The mean was computed at 25.80 while the standard deviation was registered at 3.99.

After exposing the pupil to explicit teaching, posttest results showed that majority or 63.33 percent obtained scores that lie in the highest bracket of 32 to 40. The scores of the pupil respondents in this posttest ranged from 23 to 40. Meanwhile, the mean was recorded at 32.30 while the standard deviation was computed at 4.16.

Meanwhile, the pretest results before exposing the pupils to traditional method of teaching revealed that majority or 61.67 percent of the pupils registered scores from 8 to 15. The range was registered at 5 to 24. The mean was computed at 13.35 while the standard deviation was registered at 4.10.

After presenting the lessons using games the traditional method of teaching, posttest results revealed that majority or 70 percent of them got scores from 16 to 23. Findings also showed that the pupils’ scores ranged from 9 to 28 with a computed mean of 19.90 and standard deviation of 4.43.

T-test analyses revealed that highly significant differences existed between the pretests and posttest of explicit teaching and that of the traditional method of teaching.

Likewise, the difference between the posttests for explicit teaching and traditional method was found highly significant.

On the conducted interview, the respondents stated that they preferred explicit teaching than traditional method of teaching.

#### Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant difference in the pre-test and post-test of the pupils when exposed to explicit teaching and traditional method of teaching. It was found that explicit methods of teaching is effective in teaching Grade I pupils.

There is a significant difference among the pupils academic performance when exposed to explicit teaching. Explicit teaching was found more effective than the traditional method in teaching Grade I pupils.

#### Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Grade I teachers must utilize explicit teaching since it was found in the study as more effective approach than the traditional method.
2. School officials must organize seminars, workshops and conferences with focus on strategies in teaching Grade one pupils.
3. Grade I teachers should utilize various teaching strategies to make the lessons more interesting to pupils.

4. Grade I teachers should be required to enroll in graduate studies courses to make themselves updated on the latest trends, techniques and pedagogies in teaching Grade I learners.

5. For future researchers, further study along this line could be conducted. Inclusion of some other teaching strategies could be considered to further improve the Grade I pupils' academic performance.

6. Grade I teachers must utilize time properly to achieve the objectives of the lesson.

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