

EFFECTIVENESS OF ADJECTIVE WHEEL IN TEACHING DESCRIBING WORDS IN ENGLISH AMONG GRADE 2 PUPILS

ABSTRACT

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The Department of Education (DepEd) released a directive in 2020 regarding the use of the Adjective Wheel in instructional activities. This directive aims to ensure both the appropriateness and safety of using these tools in various learning environments. The use of the wheel can significantly enhance student engagement and learning outcomes. The purpose of this study is to evaluate the effectiveness of these tools in improving Grade 2 pupils' ability to recognize, understand, and apply descriptive words in English, thereby contributing to their academic performance. The students were selected using purposive sampling. A total of thirty (30) students were chosen from the enrolled students at the Academy of Saint Andrew Caloocan Inc. The researcher developed a pre-test and a post-test, consisting of 20 modified standardized items, to assess the English performance of the grade 2 pupils. The researcher sought assistance from the research adviser to ensure the appropriateness and coherence of the test questions. The data obtained from the survey were analyzed and evaluated using various statistical treatments, including frequency and percentage, weighted mean, ranking, and t-test. The results highlight key findings regarding participants' experiences. In terms of Curiosity, the average weighted mean is 3.67, which is considered Highly Significant. For Critical Thinking, the average mean is 3.57, also classified as Highly Significant. Lastly, Collaboration received an average weighted mean of 3.93, deemed Highly Significant as well. Furthermore, there is a significant relationship between the Pre-test and Post-test scores of the respondents, with a t-value of -72.218 and a P-value of less than 00001. This led to the rejection of the null hypothesis and indicates significant results. The formulated guidelines provide instructions on how to effectively utilize the Adjective Wheel in the classroom. Recommendations suggest necessary improvements for better integrating the Adjective Wheel to help students construct sentences. In conclusion, the proposed solution can be developed by addressing the study's weakest point: students' limited vocabulary, which presents challenges in their learning. However, the Adjective Wheel has the potential to enhance both learning effectiveness and student engagement. Its effectiveness can help improve students' retention of new vocabulary during class discussions.

RECOMMENDED CITATION

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