

Pag-angat sa Antas ng Pakikibahagi ng mga Mag-aaral Gamit ang mga Larong Pangwika

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Abstract

This study aimed to improve the participation level of Grade 5 Molave pupils in class activities through the use of larong pangwika (language games). Conducted over a two-week period, the teacher observed pupil behavior during five sessions without intervention and five sessions using language games. Results showed a significant increase in participation when games

were used, with the mean participation rising from 11.40 to 24.40. The computed t-value of 9.70 exceeded the critical value of 2.132 at 0.05 significance, confirming a significant difference. The findings support the use of language games as effective tools to enhance pupil engagement, and it is recommended for use in reading and other Filipino classes.

Keywords: *pakikibahagi, larong pangwika, Filipino, interbensiyon, aktibong pagkatuto, Grade 5 learners*

1. Introduction

Classroom participation is a key indicator of pupil engagement and motivation. However, many Filipino pupils, especially in language subjects, demonstrate low levels of interaction during lessons. Based on teacher observation, up to 50% of pupils in Grade 5 Molave were unresponsive or distracted during class discussions, leading to concern about how to foster a more interactive and engaging environment.

The modern learner requires dynamic and stimulating teaching approaches. As Garcia (2008) emphasized, teachers must innovate strategies to sustain learners' interest. Language games, or **larong pangwika**, are interactive tools that encourage communication, reinforce learning, and promote cooperation in class. These games provide an enjoyable way to reinforce content, engage learners, and foster deeper understanding.

The study aimed to examine whether the use of language games could increase the level of participation of Grade 5 learners during Filipino class activities.

1.1 Research Objectives

1. Determine the level of pupil participation in classroom activities before using language games.
2. Identify the level of participation during lessons with language games.
3. Find out whether there is a significant difference in participation levels before and during the intervention.

1.2 Hypothesis

There is no significant difference in the level of participation before and during the use of language games.

2. Methods

2.1 Research Design

This study followed a **quantitative experimental design** using pre-intervention and during-intervention observations.

2.2 Participants

The study involved 22 Grade 5 pupils from Molave section of Morong Elementary School during the 2023–2024 school year.

2.3 Intervention

The researcher implemented several language games including:

- **Dugtungan Mo Ako**
- **Bilin ni Nanay**
- **Wastong Sagot Mo, Isang Talon Ko**
- **Tanong Mo, Sagot Ko**
- **Mensahe Mo, Send Mo**
- **Dugtulang Pagkukuwento**
- **Iayos nang Sunod-sunod**

Each game was tailored to align with the current Filipino lesson content.

2.4 Procedure

1. Conducted five consecutive lessons **without** using language games and recorded participation levels.
2. Conducted five additional lessons **with** the use of selected language games.
3. Daily observations were conducted, and participation was tallied.
4. The mean participation scores were computed for each period.

2.5 Data Analysis

- **Mean** values were used to describe levels of participation.
- Participation levels were interpreted using Flores et al.'s (2008) scale.
- A **paired t-test** at 0.05 significance level with 4 degrees of freedom was used to test the hypothesis.

3. Results

3.1 Level of Participation Before Using Language Games

Days	Total Participation	Mean	Interpretation
5	57	11.40	Mababa

The data indicates a generally low level of engagement before using the intervention.

3.2 Level of Participation While Using Language Games

Days	Total Participation	Mean	Interpretation
5	122	24.40	Napakataas

Participation levels significantly improved during the intervention period.

3.3 T-test Result

Metric	Value
Mean (before)	11.40
Mean (during)	24.40
Mean Difference	13.00
Standard Deviation (before)	2.70
Standard Deviation (during)	0.89
Degrees of Freedom	4
Critical t-value (0.05)	2.132
Computed t-value	9.70

Since the computed t-value (9.70) is greater than the critical t-value (2.132), the null hypothesis is rejected, indicating a significant difference.

4. Discussion

The findings of this study clearly show that the integration of **larong pangwika** significantly improves pupils' classroom participation. Before the intervention, students displayed disinterest and

distraction. When games were introduced, participation dramatically increased, making the class environment more active and inclusive.

These results echo the assertions of Garcia (1981) and Benavides (2006), who emphasized the role of varied and level-appropriate strategies in keeping learners engaged. The observed increase in participation was not only quantitative but also qualitative, as students were visibly more motivated and collaborative during group tasks.

5. Conclusion

The use of **larong pangwika** was proven to be a highly effective strategy in enhancing the level of pupil participation in classroom activities. The significant statistical difference between pre- and during-intervention participation rates supports the integration of playful, language-based activities in regular classroom instruction.

6. Recommendations

1. **Reading and Filipino teachers** are encouraged to adopt language games in instruction to improve engagement.
2. **Other subject teachers** may adapt the same strategy by modifying games to suit their content.
3. **Further studies** should explore the use of other engaging interventions like dramatization, simulations, or digital tools.
4. **School heads and administrators** are encouraged to support teacher-led action research and innovations.

7. References

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