

The Effect of Graded Recitation on Students' Participation in Classroom Discussions

Nina Blanca F. Ferrer

Pangasinan State University, Institute of Nursing, Bayambang Campus, Bayambang Pangasinan
ninablanca.fiesta@yahoo.com

Abstract –*The Students are usually encouraged to actively participate in classroom discussions. Nevertheless, many of them are still reluctant to speak up. Hence, this study determined the effect of graded recitation in motivating the students to participate during class discussion. Descriptive and experimental methods of research were used in this study which revealed that 100 percent of the students participated in class discussions when the teacher gave graded recitation. These data suggest that giving graded recitation has a positive effect on the students' classroom performance.*

Keywords – *Graded recitation, Classroom Participation, Performance, Participation Factors, Promoting motivation*

INTRODUCTION

The main goal of teaching is for the students to learn. Along this vein, there is a need to motivate the learner to listen and participate actively during class discussions. There are many possible reasons why the students usually get bored and timid during classroom discussions [1]. To make things worse, the class routinely becomes noisy. Teachers find themselves shouting at the students in their desperate attempt to instill discipline among the students and to restore order in the classroom [4].

A student gains more knowledge when he participates in class discussions because through his participation he can develop his thinking skills and other personal skills. The development of his inquisitive mind can be boosted to let him understand his nature, needs, and problems using his potentialities [5].

To become an effective educator, a teacher must possess a thorough knowledge and understanding, and a discerning analysis of the learning situation so that appropriate measures and solutions could be devised. It must be noted that a particular situation calls for a particular solution. One outstanding tool is the employment of graded recitation that would somehow compel students to study hard because their performance will be rated.

The researcher, a nurse by profession, encountered problems about students' non-participation during classroom discussions. Hence, the use of graded recitation is explored to improve the situation in students' participation, attendance, and attitude.

OBJECTIVES OF THE STUDY

This study focused specifically on the effect of graded recitation on student's participation in the classroom and its effect on classroom performance.

MATERIALS AND METHODS

The nature of the problem requires the use of both the descriptive and experimental methods of research. It is descriptive because it entails the description of observations made by the researcher when the use of graded recitation

was employed. It is experimental because an intervention was used, the graded recitation, to see if this will have an effect on students' participation, attendance, and attitude.

The subjects involved in this study were the Grade 7 students in the subject *Edukasyon sa Pagpapakatao (ESP)* of the Pangasinan State University, Bayambang Campus during the first quarter of the school year 2018-2019. There were 48 students observed in this study.

The effect of graded recitation as a strategy to motivate students to listen and to participate in classroom discussions was determined through a rating scale. The rating scale contains items about the reactions of the students during classroom discussions [3].

Based on readings and classroom observations, the researcher prepared possible questions for the class which were used during the classroom discussions. The researcher also served as the observer/rater.

A topic was prepared each teaching day for six weeks. The researcher met the class on Tuesdays and Thursdays for one and a half hour per meeting. The researcher gave group activities on Tuesdays which is followed by a classroom discussion on Thursdays. The graded recitation was conducted among the students at random. The researcher made his observations during the class discussions and accomplished the rating scale at the end of the period. After six observations, the six accomplished rating scales were summarized into just one table for tabulation and averaging.

Percentages were used to analyze the data. Percentage between 75-100 means an effective strategy of teaching, 35-74 means less effective strategy of teaching and 0-34 percentage means not an effective strategy of teaching.

RESULTS AND DISCUSSION

This portion presents the analysis, discussion and interpretation data.

TABLE 1
Number of Students who showed Positive Classroom Behavior during the Recitation (N = 48)

Students' Classroom Behavior	Week Number						Me an	%
	1	2	3	4	5	6		
1. Students do not discuss things among themselves.	3 2	3 8	4 1	4 4	4 0	4 5	40	83
2. Students are attentive from the start until the end of the class discussion.	3 7	3 5	3 7	4 0	3 8	4 1	38	79
3. Students voluntarily raised their hands during graded recitation.	3 4	4 0	3 6	3 8	3 5	3 9	37	77
4. Students ask the teacher questions regarding things they do not understand.	3 2	3 5	3 9	3 5	3 7	3 8	36	75
5. Students attend the class regularly and on time.	2 0	2 6	2 3	3 1	2 6	1 9	24	50

question on matters that they do not understand or things that were not clear to them during classroom discussions. Thus, the following data presented will differentiate the classroom discussions with graded recitation from one which do not make use of graded recitation.

It was observed that every classroom discussion, majority of the students were participated when the teacher started to give graded recitation. Forty (40) or 83 percent of the students did not discuss things among themselves. Thirty-eight or 79 percent of the students were attentive from the start until the end of the class discussion. There were 37 students (77 %) who voluntarily raised their hands. Thirty-six or 75 percent of the students asked questions regarding things they did not understand. Twenty four or 50 percent of the students attended the class regularly and on time.

The table clearly reveals that giving graded recitation is useful in making students active during classroom discussions, and make them refrain from discussing things among themselves. It also make them attentive in classroom discussions all throughout the period, voluntarily raise their hands when they know the answer, and ask questions when they do not understand a concept.

These data suggest that giving graded recitation is effective in motivating students to participate in class discussion. However, based from Table 1, graded recitation did not improve absenteeism and tardiness of students.

CONCLUSION AND RECOMMENDATION

Based on the data and observations made, the following conclusions were drawn:

The giving of graded recitation motivated the students to participate during class discussions:

- a) They have a responsive attitude during classroom discussion.
- b) They ask questions when students do not understand a concept.
- c) They voluntarily raise their hands.
- d) They are attentive up to the end of the period.

However, giving of graded recitation is not a solution to absenteeism and tardiness.

This study recommends investigating the use of the graded recitation to deter absenteeism and tardiness among students. It is also recommend that other techniques like giving of unannounced quiz should be tried to supplement the giving of graded recitation to sustain the interest of the students and to encourage them to speak-out and ask question when they have some doubts about the topic being discussed.

Before the graded recitation experiment, the Grade 7 students had no interest in participating during classroom discussions. The students did not have the courage to ask

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