

# Speak Up: Activities to Encourage Learners' Oral Participation in Araling Panlipunan [Social Studies]

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**Abstract:** *This action research primarily aims to identify and implement activities that will encourage learners' oral participation in Araling Panlipunan subject among select learners in a government high school. Various activities were employed to improve learners' performance. After a series of implementation, data were gathered and compared to determine the effects of interventions utilized. The findings of the study revealed a positive effect of the activities employed, thus learners' performance improved.*

**Keywords**—Learners' Oral Participation; Buzz Groups; Learner As Teacher; Role Playing; Visual Reinforcement; Pair Group; Nominate A Friend, Reward System; Incorporate Games

## 1. INTRODUCTION

Motivating learners to participate in the classroom is a subject in itself. It is one of the obvious goals of having a discussion and it is important for the teacher to quickly assess and evaluate the learning process by gauging the number of learners who participated orally during class discussion. The problem is most of the learners are hesitant to raise their hands to voice out their opinion. There are many possible causes like lack of self-confidence, learners are reluctant to share their ideas, feeling of inadequacy, worrying about embarrassment, fear of negative evaluation, and a lot more. For example, some learners who do not speak often in class are reflective learners who typically develop ideas and questions in their minds before speaking but this does not necessarily mean that they do not know the answer. My goal is to create conditions that will enable learners of various learning preferences and personalities to participate during class discussions. To reach this goal I will need extra effort to encourage reluctant and quiet students to speak up and sometimes ask the more active learners to hold back a bit from answering to give others a chance. (Vibulphol, 2016 [1]; Steinmayr, et al., 2019 [1]; Schumacher & Ifenthaler, 2018 [3]).

This action research was conducted to encourage learners to participate orally in class discussions. It suggests different activities that will motivate and develop oral participation among learners. It focused on learners who were hesitant to participate orally. Whether they are not prepared, shy, or simply reluctant to share their ideas, getting learners to participate is a constant struggle. Active participation of learners will result in addressing learning gaps, which was defined by Cabigao (2012) [4] in a local study among high school learners.

The respondents of this action research were the high school learners from the three sections of a government (public) high school year. Enumerated herein are the activities

that sought to help and encourage learners to participate actively during class discussions.

## 2. Process/Activity Implementation

### 2.1 Buzz Groups/Phillips 66

Buzz group discussion is a method in which small groups of participants and discuss a specific question or issue to come up with many ideas in a short time. Since the small groups produce buzzing sound while discussing, this method is known as buzz group. It is a cooperative learning technique consisting of the formation of small discussion groups to develop a specific task or facilitate that a group of people reach a consensus on their ideas about a topic in a specific period. So, buzz groups allow covering the discussion about different aspects referred to the same study themes, maximizing the possibilities of partition of the members of the group. (Brewer, 1997) [5]

I divided the class into six-member clusters and asked them to discuss a certain problem or ideas for six minutes. After the activity, I extracted a name from the group to discuss in front of the class the topic that was given to them. It offered a natural and useful transition from the listening situation to the decision of everyone to act. It was an intermediate step in the movement of responsibility from the officials to the small groups to the individual (Gangel, 2009). [6]

### 2.2 Learner as Teacher

Many of our learners today dream of becoming a teacher someday. Most of them idolize their teachers because of their knowledge and compassion to teach. Teachers' organizational commitment serves as one of the motivational factors among teachers in improving their instructional competence or performance (Cabigao, 2016) [7]. This activity will give learners a chance to be a teacher in one day. Most importantly, moving learners to the front of the classroom moves young people from being passive recipients to becoming active drivers of learning. We know that learning is a lifelong process

that requires a variety of inputs; Meaningful learner involvement effectively engages learners as intentional drivers of that process. Engaged as partners, learners can strengthen, expand, and deepen their learning through teaching.

In this activity, the teacher chose learners who are not participating actively in classroom discussions. I let them run an activity and I observed how it was done and how others react to this. It was one way of giving opportunity for the others to speak up and to experience how to handle a class without anyone judging them as learners as they are in the authority and charge of the class.

### 2.3 Role-Playing

Role-playing is a learning structure that allows learners to immediately apply content as they are put in the role of a decision-maker who must decide regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging learners and allowing them to interact with their peers as they try to complete the task assigned to them in their specific roles. This work can be done in cooperative groups and/or learners can maintain the persona of their role throughout the class period. Learners are more engaged as they try to respond to the material from the perspective of their character. (Burenkova, et al., 2015 [8]; serc.carleton.edu, n.d. [9])

I divided the class into five groups, and I gave them situations to act upon. The learners assumed the roles of each character and collaboratively create stories. The lead roles for the play were the passive learners during class discussion. They determined the actions of their characters based on their characterization. The learners also improvised freely their choices and shape the direction and outcome of the activity.

### 2.4 Use Visual Reinforcement

It is said that a picture is worth a thousand words. This is true inside the classroom as much as anywhere else. A visual aid is something that supplements words with a picture, chart, or illustration. Looking at an image of the brain and the optic nerve as you read about it is a good example of visual aid. It is a supplement to the words you are reading. (Nair, et al., 2018) [10]

To help learners grasp a concept, consider incorporating drawings into your corporate pieces of training to visually represent the different theories, topics, and areas of learning that are taught. Using visual facilitation and pre-drawn flip charts not only helps draw in learners (so to speak) but makes it easier for them to remember the concepts they have just learned. The simple pictures and the words about the topic offer an easy way for people to link the concept to the picture.

In this activity, the teacher used pictures that were printed and posted on the blackboard and in PowerPoint presentations as part of the discussion for they will help each learner to understand and retain information differently. It made understanding concepts easier and thus increased attention when learning something.

### 2.5 Individual Pair Group Technique

I began by asking a question and setting a problem of some kind. The class worked in three stages. First, each learner wrote down thoughts related to the question. Next, pairs of learners discussed what they had each prepared. Finally, the pairs joined to form groups of four to six learners. The groups discussed the topic further and then appointed a spokesperson who will report their ideas to the whole class.

Over a week, each learner in the class should have the same number of turns at being the spokesperson. To equalize the talking roles, I gave each learner three talking chips. When their chips are in the center, the learner had no more speaking turns until all of the learners in the group had put all three of their chips in the center.

### 2.6 Nominate a Friend

Most of the time learners are hesitant to answer during class discussions. They might be struggling with self-esteem issues or just intimidated by the teacher's way of presenting her questions because of that, learners do not want to open themselves. The teacher creates a conducive learning environment where every opinion will be accepted. Sometimes most of the learners are more open and at ease with their peers than their teachers. This strategy is effective for those learners who are afraid of the presence of their teachers.

In this activity, the teacher called some learners to answer some questions and after that, each learner nominated a friend whom they know has something to contribute. This technique depends on them for having good relationships in the class. This will create trust and camaraderie among learners for they can stand by the slow learner learners and encourage hesitant learners to answer within themselves.

### 2.7 Using Reward System

Motivating your learners to learn and to participate can be very hard. Giving rewards and incentives to learners will motivate them to perform well. The effectiveness of an incentive program depends largely on the design; for instance, incentives are more likely to work if learners just need a little push to accomplish a goal, such as passing a test. Giving rewards to learners promote appropriate behavior, encourages full effort on classroom tasks, helps in completing homework and projects, and helps learners enjoy the fruit of their labor. (Baranek, 1996 [11]; Renard, 2017 [12])

From time to time the teacher made sure that the learners who were participating actively in the class were given a high score in their recitations. Letting them know the result of their participation will encourage them to participate more and actively during classroom discussions.

Another way of giving a reward is posting the best work of the learners for others to appreciate their work and for them to boast.

### 2.8 Incorporate Games in Classroom Discussion

It is not always easy to get each learner to participate daily, but when games were incorporated into the classroom discussion learners' new attitudes emerge and new personalities blossomed. I used games as motivations at the beginning of the class, it is also an effective review session tool as well.

Incorporating games during classroom discussions increased learners' motivation, enhanced problem-solving skills, and promoting autonomy and independence among learners.

The goal of this activity is to create a cooperative learning environment where individuals are easily overwhelmed in front of their peers who will feel less pressured and are more likely to contribute (Ayotte, as cited in Weimer, n.d.) [14].

### 3. RESULTS

After the implementation of the identified interventions, the findings of the study are as follows.

3.1 In the buzz group activity introvert learners were encouraged to share their thoughts with a smaller number of learners as an audience and negated the possibility of resistance to interactivity.

3.2 The learners were motivated to speak up confidently in front of the class with proper preparation although there is an issue with the activity learners as a teacher as some learners may copy what they have been seen you do as they feel this is the way the class should run.

3.3 After having a role-playing activity some of the passive learners are very willing and able to handle leading roles as they were given a chance to participate more compared to active learners who got the supporting roles. They developed self-esteem as they were very willing to act again on the next role-playing activity.

3.4 The use of instructional materials like multi-media caught the interest of the learners. I noticed that after showing pictures and videos related to our topic the learners easily relate to the situation or recognized the problem, provided a solution, and summarized the discussion easily.

3.5 Individual pair group technique provided an opportunity for all learners to share their thinking with at least one other learner, this increased their sense of involvement in classroom learning.

3.6 Learners who did not like to volunteer to speak were happy to do so if asked to by their friends.

3.7 Passive learners increased their level of participation with the enthusiasm of always getting high scores during classroom discussions.

3.8 Games as part of the learning process motivated the learners to perform actively and willingly during class discussions. Also, it developed camaraderie for the learners as they were grouped to play the game.

### 4. CONCLUSION

Best teachers know the best methods for encouraging class participation. To effectively do this, a good teacher should find ways to motivate everyone in the classroom. As the leader of the discussion, the teacher should control the direction of discussions and steer the topic towards all learners so that they each have an opportunity to actively participate. We should always include everybody and never let a single student shy away from the discussion. Every learner is equal to another, in that they can learn something from each other. To motivate participation in the classroom, the teacher should make sure that every learner feels comfortable, and that they are all confident in their abilities. Indeed, teachers are very important in the successful teaching-learning engagement and great contributory in the level of school outcomes (Cabigao, 2019). [14]

Based on the results of the activities that were conducted in this action research, the learners increased their level of participation especially the passive learners during our classroom discussion in Araling Panlipunan [Social Studies] for Grades 8, 9, and 10. They developed confidence and self-esteem after participating in different kinds of classroom activities that were suggested in this action research.

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## Document

### Buzz Group



## Students as Teacher



## Role Playing



## Use Visual Reinforcement



## Individual Pair Group Technique





## Nominate a Friend



## Required Graded Participation



## Incorporate Games in Classroom Discussion

