



ABSTRACT

Name of Institution: Bayan Luma Elementary School

Address: Bayan Luma, Imus, Cavite

Title:

Resercher: Isah Veronica Q. Angue

Michelle E. Cabria

Richelle P. Lupisan

Funding Source: Parents

Cost:

Date Started: October 2005

Date Finished: March 2006

Objectives of the Study:

A. General

This study aimed to determine if there is a significant difference existing between the Direct and Visual Learning.

B. Specific

1. What is the mean score of the group using to direct instruction?
2. What is the mean score of the group using to visual learning?
3. Is there a significance difference between the scores of those exposed to direct instruction and those exposed to visual learning style?

Scope and Coverage

The study is mainly concerned about the significant difference of Mathematical Skills as exposed to Direct technique and Visual Learning. The



participants were the grade three pupils of Bayan Luma Elementary School of Imus, Cavite.

Methodology

This chapter presents the effectiveness of Visual Learning and recommendations based on the results.

Conclusion

It was found out that the effectiveness of Visual Learning would be further recognized if it would be earlier introduced and implemented by the teachers, the results of the test confirms the equivalent effect of Visual Learning and Direct Instruction to the students. Furthermore, Visual Learning is a new technique but was able to spark the interest of the students and made way to interaction through activity and visual stimulating aids. As what James Hedden (1974) cited by Gonzaga (1997) says in his article "A guide to concepts and methods in Elementary Mathematics" there must be a regular evaluation on the achievement of pupils in the area of mathematics so that teachers can be guided accordingly on their teaching strategies and emphasis on the subject matter. And given the fact that many students experience math anxiety in the traditional classroom; teachers should design classrooms make children feel more successful. Students must have a high level of success or a level of failure that they can tolerate. Therefore, incorrect responses must be handled in a



positive way to encourage student participation and enhance student confidence (Philips, 1993).

It was concluded that in Bayan Luma Elementary School to teach Mathematics is a mere responsibility of the teacher. As what the adviser has mentioned, patience is really needed in teaching Mathematics.

Recommendations:

Based on the results of the study, the following are recommended:

1. Pupils should appreciate Mathematics in any method that will be presented.
2. Teachers should provide necessary enrichment and exciting activities as well as the proper remedial instructions to the pupils. This could motivate and elicit cooperation of the pupils in mathematics. Likewise, the teachers could utilize direct instruction and visual learning techniques to enrich or improve the mathematical skills of the pupils.
3. Parents should spend quality time together with their children and help their children to achieve better.
4. Guidance counselors should support the pupils in facing the challenges and demands of school. Also this would serve as a reference of the status of the pupils in the school.



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5. Future researchers should obtain a larger sample of the population for the study to be more reliable and valid. Classes should be exposed to different learning techniques to make the experiment more accurate. Moreover, based on the result of this research the two methods were conducted for a limited period of time, a longitudinal study would further improve the mathematical skill of the pupils. Different school set-ups should also be considered. It is also recommended to find out the effective methods of direct instruction and visual learning, it is suggested to include other techniques.

