

REACT STRATEGY IN TEACHING TLE: ITS IMPACT TO THE STUDENTS PERFORMANCE AND ACHIEVEMENTS IN HORTICULTURE

JESSALYN R. LINAB

linabjessalyn14@gmail.com

0000-0001-9316-1820

Laguna State Polytechnic University, San Pablo City

ABSTRACT

The study aims to evaluate REACT Strategy in teaching TLE and Its impact on the student's performance and achievement in Horticulture of the grade nine (9) students of Camflora National High School, San Andres, Quezon. They were determined through purposive sampling techniques of two sections. This study utilized a descriptive-experimental research design. The data collected were the student's achievement through tests and students perception through Questionnaires. This study used pre-test and post-test to one group only. A pre-test is administered before the lesson starts prior to the treatment then, scores from post-test were used to measure whether the implemented strategy made an impact on the experimental group or not. The researcher also used a Self-survey Questionnaire checklist using Likert-type scale to determine the perceived REACT strategy. The statistical treatments used are mean, frequency distribution, standard deviation, t-test and Pearson-r. Based on the data collected, it revealed that the respondents Perceived CTL thru REACT (relating, experiencing, applying, cooperating, transferring) strategy. It also revealed that the majority of the respondents were able to get a good performance as to theoretical Knowledge and Technical Skills in Horticulture. Furthermore, after the application of REACT strategy in the learning process, student's scores have increased which can be shown in their post-test results, therefore the null hypothesis "There is a significant difference between student's scores from pre-test and post-test scores of the student's in Horticulture" is rejected. Meanwhile, the second finding reveals that the null hypothesis "there is no significant relationship between REACT strategy and student's performance in terms of Theoretical Knowledge and technical Skills" is accepted. This study synthesized that REACT strategy has an impact on the student's Achievement and but it doesn't have an impact on their performance.

Keywords: Contextual Teaching and Learning (CTL), REACT (relating, experiencing, applying, cooperating, transferring), Students Performance and Achievement, Technical Skills, Theoretical Knowledge