

Use Of Study Guide As Intervention Tool In Enhancing Students' Motivation In Grade 8 Genetics Concepts

Hazel R. BALAN [1]

<http://dx.doi.org/10.17220/mojet.2018.04.006>

[1] Student-Ph.D.in Science Education major in Biology –Caraga State University, Ampayon, Butuan City, GCCNH5, Department of Education, Gingoog City
macedhrb@yahoo.com

ABSTRACT

Genetics is considered as one of the topics in science that students have difficulty and trouble in understanding. This study used study guide as an intervention tool to address the difficulties of students in learning genetics concepts. The main purpose of this study was to determine the perceptions of students on the effectiveness of study guide in enhancing motivation and learning in genetics lessons. The study used descriptive action research design. The development and evaluation of the study guide focused on the ADDIE Model. The respondents of the study were 75 students of Gingoog City Comprehensive National High School (SY 2015-2016). The study guide is a double-sided A4 size hard copy colored sheets that contains genetics concepts. The concepts were presented in the form of diagram and pictures. The study guide was handed out to students at the beginning of the 4th quarter where genetics lessons are dealt. The respondents answered the survey questionnaire at the end of the lessons. The results of the present study revealed that the students strongly agree that the study guide presented figures/pictures which are colourful and attractive that makes it interesting and provided adequate and comprehensive information. Majority of the students perceived that the study guide helped them when undertaking tests or exam followed by tutorials, reports and assignments. Moreover, students strongly perceived that the use of the study guide is very effective as supplemental tool in learning genetics concepts. The study guide exhibits good features that motivated students to read, learn and understand genetics lessons.

Keywords: *Genetics, study guide, science motivation, learning difficulty*

INTRODUCTION

One of the abstract science concepts students have trouble in understanding is the genetics. It is considered one of the most important and difficult topics in the school science curriculum (Lewis & Wood-Robinson, 2000); Tsui & Treagust, 2004; cited in Ceren, 2008).

Researchers reported several reasons why genetics concepts are difficult for students to learn. Among others are; Knippels, Waarlo, and Boersma (2005) indicated that these difficulties originate mainly from the domain-specific vocabulary and terminology, the mathematical content of Mendelian genetics, the cytological processes, the complex nature of genetics, and the abstract nature of the subject matter.

According to Baker and Lawson (2001), various genetics concepts depend on imaginary (theoretical) ideas constructed in abstract hypothetico deductive conceptual systems. Similarly, Banet and Ayuso (2000) presented that meaningful understanding of genetics is difficult and requires a certain level of abstract thought.

Banet and Ayuso (2000) also criticized the traditional teaching approach and suggested the development of more alternatives. The learning resources must be designed to support the student in the

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