



INTERACTIVE STRATEGIES IN TEACHING FILIPINO AND FORMALISTIC NOVEL ANALYSIS SKILLS

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ABSTRACT

The study of literary works is already shouldered by the students in their academic work in the Filipino subject. Some of these, particularly the novel, often receive little attention and are not comprehensively analyzed. This research was conducted to find out the level of acceptance of the students in using the interactive method and to determine their skill in analyzing the formalistic novel. The researcher tried to find out if there is a significant relationship between the interactive method and the skill of analyzing the formalistic novel. This research also found out if there is a significant difference in the skills of the respondents in analyzing the formalistic novel before and after using the interactive method. The descriptive-correlational method was used in this study. In this regard, the researcher used a questionnaire to find out the level of acceptance of students in the Tenth Grade of Ulango Integrated School and created lesson plans that were used in teaching. The collected data were presented through tables and interpreted using Mean, SD, Frequency, Percentage, Pearson-r and T-test. It was discovered in this research that the students fully accept the interactive methods of teaching Filipino. The study also revealed that with the help of interactive methods, the students fully understood the novel and they analyzed it efficiently. The researcher suggested to adopt the use of interactive method for a better understanding of the Filipino lesson.

KEYWORDS: *Interactive Methodology, Skills, Novel Formalism, Analysis, Teaching*

INTRODUCTION

Each teacher has his own goals, objectives, methods, strategies and instructions to fill the image that is needed to teach the students as the center of wisdom. A method to achieve a goal must be learned and discovered by teaching different methods because it serves as a way to achieve the same goal. There is a big role that education plays in each person's life from childhood to adulthood. It is important to shape what you want to think about, how to live, how to achieve what you want to achieve, what you want to live. What will be taught is a challenge, so it is expected that the teacher will improve, motivate, plan and decide on a method to use and adapt a result to learn the subject being taught. The best way to teach is to challenge a student so that they will cooperate and help each other in a task.

The method is to discover one to study, to weigh to change one to look at everything and to program to educate. The best thing to do is to bring together those who believe in growing and changing the students. This is a systematic way to discover one to develop more knowledge one to teach a student to realize the goal of education. This is the way to judge the way to teach the youth, to respect everything, to learn, to base, not to know, to learn, but to believe, to change, to be a person, to be with others, to love, to

see, to learn to think, to do, and to adapt to each other. One way to assess learning is through summative tests and performance.

OBJECTIVES OF THE STUDY

This study focuses on using interactive methods, teaching Filipino and practicing, and analyzing the informalistic novel. Tried to answer the research questions: 1. What is the level of acceptance of the answers using the interactive method? 2. What should the student learn to analyze the novel informally, change it and then use the interactive method based on Content, Form or structure and Method of writing? 3. There is a significant relationship between the two levels of accepting images and answering them using interactive methods and teaching Filipino and practicing and analyzing the informalistic novel? 4. Is there a significant difference between the practice of imga to be answered and to analyze the novel informalistic to change and then to use the imga interactive method?

METHODS

This will be studied using descriptive-correlation method, one will be researched to know the level, one will use interactive method, one will teach Filipino and its relationship, one will practice the language, one will analyze the informalistic novel. iDescriptive to describe the level of acceptance of the image to be responded to using the interactive method and Correlation to find out the significant correlation of the practice they analyzed the



novel informalistic change and finally using the interactive method. The response to the research consists of one hundred (100) selected students in the tenth grade of the Ulango Integrated School, Academic Year 2022-2023. Random sampling was used to research the data to be researched by one hundred students from one to two hundred and fifty in total. The instrument used to be studied is to be questioned and the group to be answered is to be answered based on an appropriate number and a variable, Highly Acceptable (4), Acceptable (3), Less Acceptable -acceptable (2), Not Acceptable (1). This method will be used to collect the data that will be implemented to ensure that the building is being studied. The researcher believe that research is the most effective instrument on how to obtain accurate and correct information. The question is clarified and determined by an answer that the researcher wants to discover. Create an introductory and concluding activity to analyze what is being researched to determine the level of ability of the students to practice and analyze the novel, modify it and finally use the interactive method.

The researcher gave the criteria for researching and analyzing the novel, this is the rubric that students need to follow when writing. It is intended to be researched through this to assess the level of understanding of the students to analyze the novel. The following formula is used for statistical analysis. The formula is used to get the computed imeans to discover the level of acceptance. The Frequency and Percentage formulas are used to help the students to analyze the novel and then use the interactive method based on the content, structure and structure of the novel. The Pearson Correlation Coefficient formula was used to find out if there is a significant correlation between the levels of acceptance and response, one using the interactive method, one teaching the Filipino language, and practice one analyzing the formalistic novel. The T-test formula is used by the researcher to determine the difference in the level of practice, to analyze the novel informalistically, and then to use the interactive method to teach the novel.

RESULTS AND DISCUSSION

Antas ng Pagtanggap ng mga Tagasagot sa Paggamit ng Interaktibong Pamamaraan

Talahanayan 1 Antas ng Pagtanggap ng mga Tagasagot sa paggamit ng Brainstorming bilang Interaktibong Pamamaraan sa Pagtuturo ng Filipino

INDIKEYTOR	Mean	Std. Deviation	Verbal Interpretation
1. mas madaling nauunawaan ang pakisang linalakay ng guro	3.50	0.54	LK
2. nagiging madali ang pagtasagawa ng mga gawain nitas ng guro	3.39	0.50	K
3. mas maayos ang mga resulta ng gawain tinagawa	3.60	0.59	LK
4. naipapakita ang husay sa pakikipagpaliwanag ng impormasyon mula sa mga magagkakatiwalaang datos	3.57	0.62	LK
5. mas naipapakita namin ng may kaalwanaan ang pagbabahaginan ng idea	3.48	0.66	K
6. mas nabibigyan ang bawat isa sa amin ng pagkakataon magbahagi ng ideya hinggil sa gawain	3.57	0.59	LK
7. mas malaya naming nalalahad ng hindi inisip ang panghuhusga ng iba	3.55	0.64	LK
8. nakabubuo ng isang maayos malamang ideya mula sa bawat isa	3.49	0.67	K
9. mas magaan ang isang gawain tinalaga ng guro sa klase	3.49	0.70	K
10. mas akiba at napapaangat ang kumpiyansang magbahagi sa pangkat	3.45	0.63	K
Mean	3.51	0.43	LK

Parawende: 3.50-4.00 Lubos na Katanggap-tanggap (LTK) 2.50-3.49 Katanggap-tanggap (K) 1.50-2.49 Hindi Katanggap-tanggap (HK) 1.00-1.49 Lubos na Hindi Katanggap-tanggap (LHK)

Table 1 shows the level of accepting respondents to using Brainstorming as one interactive methods on teaching Filipino. The fourth and sixth can be seen which indicator says skill is shown exchanging information from on reliable data and each of us is given more an opportunity to share ideas regarding work with a mean of 3.57 and there is an interpretation that is quite acceptable.

Implications only that they understand the subject better if they exchange that information from reliable data and if they are given a chance share their ideas about the topic in question. The second indicator is already known which says it becomes easy carrying out tasks assigned by teachers with a mean of 3.39 with acceptable interpretation. It can be seen that although the information exchange, no it is still enough to perform the all the work required by the teacher to them.

In the outcome, the total mean obtained by the respondents at level of acceptance of the use of brainstorming as interactive method of teaching Filipino is 3.51 with an interpretation that is quite acceptable. Showing off It's just brainstorming, more they understand the topic being discussed and are given a opportunity to share with the class the their idea.



Talahanayan 2 Antas ng Pagtanggap ng mga Tagasagot sa paggamit ng Think-Pair-Share bilang Interaktibong Pamamaraan sa Pagtuturo ng Filipino

INDIKEYTOR	Mean	Std. Deviation	Verbal Interpretation
1. nahihikayat ng kalayaanang makapag-awit ng maibahagi para sa mga makababagang paksa sa pagpapapakita ng gawain.	3.64	0.52	LK
2. mas madali kung makasunod ang mga bagong balimbawa bilang gabay.	3.60	0.57	LK
3. mas maunawaan at may kahusayan ang pagpapapakita ng mga gawain.	3.58	0.57	LK
4. mas magiging makababagang ang resulta ng gawain kung hinahayaan na makipag-ugnayan sa mga katuwang.	3.40	0.75	K
5. mas napapakita ang kahusayan sa pakikipag-ugnayan at pakikipag-ulan ng impormasyon.	3.33	0.80	K
6. nahihikayat ng mataas na kumpiyansang maibahagi sa klase ang awitput.	3.49	0.58	K
7. mas madali ang pagpapapakita ng awitput kung ang magkakaibang ay nagkakaibang.	3.65	0.58	LK
8. nagiging malaya at mayroon ang pagbabahaginan ng ideya.	3.62	0.55	LK
9. madali at maunawaan na nababac ang ideya kung may katuwang.	3.51	0.61	LK
10. mas may kahusayan na makapagbahagi sa klase.	3.44	0.59	K
Mean	3.52	0.43	LK

Penanda: 3.50-4.00 Lubos na Katanggap-tanggap (LK) 2.50-3.49 Katanggap-tanggap (K) 1.50-2.49 Hindi Katanggap-tanggap (HK) 1.00-1.49 Lubos na Hindi Katanggap-tanggap (LHK)

The Table shows the acceptance level of the respondents using Think-Pair-Share as one interactive methods in teaching Filipino. The first indicator is now visible that it is easier for them to perform output if the partner is agree with a mean of 3.65 there is a complete interpretation acceptable. Showing off it's just that through think pair-share, it is greatly facilitated conducting students of their output if it is executed on through the reconciliation of colleagues. Also seen in table is the fifth indicator which says that the communication skills and information exchange the with a low mean of 3.33 with acceptable interpretation. This is just an implication though it's easy for them to do things partner, still not quite the they show excellence in interaction and exchange of information. In the outcome, the total mean obtained by respondent level of acceptance to think-pair-share as interactive method of teaching Filipino is 3.52 with an interpretation that is quite acceptable. This result the one who says it's very welcome of think-pair-share respondents as an interactive method to teaching Filipino and made it easier the students' practice of their output if it is can be done together. Like Dimaunahan just said (2015) in his study, indeed making it easier to perform those work of a student if he is leaning on someone and asking questions partner. Much better two brains compared to doing the work alone. The result of the work is also good if it comes from the help of together Therefore, it is shown only the result that the level of accepting think-pair-

share as interactive teaching method of Filipino is very acceptable to students.

Talahanayan 3 Antas ng Pagtanggap ng mga Tagasagot sa paggamit ng Pagsasagawa ng Eksibit bilang Interaktibong Pamamaraan sa Pagtuturo ng Filipino

INDIKEYTOR	Mean	Std. Deviation	Verbal Interpretation
1. mas nahihikayat na magsagawa ng gawain may kaugnayan sa paksaang-tinalakay	3.67	0.55	LK
2. naililang ang karagdagan kaalaman sa pagkuha ng mga larawan o mga guhit na makatutulong sa pagpapaunlad ng kasanayan	3.54	0.54	LK
3. napapakita ng may kahusayan ang sariling gawa bilang patunay na may natutunan sa pagsusuri.	3.51	0.63	LK
4. nahahasa ang kakayahan sa pagpapakita ng sariling likhang awitput	3.56	0.67	LK
5. mas nagiging madali ang presentasyon ng awitput	3.44	0.67	K
6. mas napabataas ang tiwala sa sarili at maipakita ang kakayahan sa harap ng iba	3.61	0.58	LK
7. mas nagkakaroon ng pag-nilay sa mga naka display na likhang awitput	3.46	0.73	K
8. nakahihikayat na lalo pang pagbutihin ang mga gawang awitput.	3.59	0.62	LK
9. nakapagbibigay ng pagkakataon na maibahagi sa iba ang natapos na gawain	3.35	0.80	K
10. nakakakalap ng mga bagong kaalaman sa mga awitput na naka-display	3.54	0.67	LK
Mean	3.53	0.46	LK

Penanda: 3.50-4.00 Lubos na Katanggap-tanggap (LK) 2.50-3.49 Katanggap-tanggap (K) 1.50-2.49 Hindi Katanggap-tanggap (HK) 1.00-1.49 Lubos na Hindi Katanggap-tanggap (LHK)

The Table shows the level of acceptance of respondents to use of performing the exhibit as an interactive method to teaching Filipino. Can be found at result that the first indicator that says more encouraged perform related work on the topic discussed with highest mean of 3.67 and there is a complete interpretation acceptable. Showing only its by doing of the exhibit, becomes easily persuaded the students to perform activities related to the subject discussed. The ninth can also be seen indicator that says gives the opportunity to share the finished work with others the one with the lowest mean of 3.35 that there is an interpretation that acceptable. Implications only this is in the making of the exhibit, although those are highly encouraged student to perform the task, it's still not enough to persuade either they can share their finished that work with others, both of them students. In the outcome of the total mean that 3.53 with an interpretation that is quite acceptable, it can be said the performing the exhibit is quite helpful and facilitating those work required by the teacher answerer. It's also methodical is shaped and developed students are confident that generate more meaningful output regarding the topic discussed.



This can be related to what Clemente said (2013), helps a lot performing the exhibit to more be able to show what should be understood of a student. More impressive their minds are the drawings so, they carry theirs for a long time think about their information understood from the exhibit. In summarizing, only shown by this result is the level of acceptance of the respondents regarding the practice of the exhibit as interactive their teaching methods are very good endorsed and approved it helps a lot to more facilitate the exchange of information and education to those student.

Talahanayan 4 Antas ng kasanayan ng mga mag-aaral sa pagsusuri ng nobelang pormalistiko batay sa nilalaman bago at pagkatapos gamitin ang mga interaktibong pamamaraan.

Antas ng Kasanayan	Bago gamitin ang Interaktibong Pamamaraan		Pagkatapos gamitin ang Interaktibong Pamamaraan		Interpretation
	f	%	f	%	
90-pataas	4	4.0	59	59	Nakamit ang higit na inaasahan
85-89	40	40	41	41	Nakamit ang inaasahan
80-84	45	45	--	--	Bahagyang nakamit ang inaasahan
75-79	11	11	--	--	Hindi nakamit ang inaasahan
74-pababa	--	--	--	--	Walang napatunayan
Kabuuan	100	100	100	100	

Pananda: 90 and above- Nakamit ang Higit na Inaasahan (HI) 85-89- Nakamit ang Inaasahan (NI) 80-84- Bahagyang Nakamit ang Inaasahan (BNI) 75-79- Hindi nakamit ang Inaasahan (HNI) 74 and below- Walang Napatunayan (WN)

Table 4 contains students' skills in analysis of the formalistic novel based on the content before and after use the interactive method. It can be seen that before using the interactive method, in one hundred (100) reviewed the novel, 4 or 4.0% scored "90-and above". with the interpretation "achieved more which is expected", 40 or 40% is getting "85-89" with interpretation "achieved the expected", 45 or 45% got the "80-84" with interpretation "partially met expectations" and 11 or 11% scored "75-79". with the interpretation "did not achieve the expected". This is just an implication although there are quite a few able to provide content to formalistic novel analysis, high number of students who the content is not entirely clear on the content when they review the novel. As Bernales said (2018), in the review of the work, more big points if given by examiner the content of the work and here the whole analysis revolves. Content arguably the most important material in the analysis of the work.

Meanwhile, it will be noticed after using the interactive method, the became big change the result when it comes to analysis of the formalistic novel based on content. There are 59 or 59% scored "90-and-above" with interpretation "achieved more expected"

and 41 or 41% got of "85-89" with interpretation "expectation achieved". Indication it just helped a lot more the interactive method to students can better understand the content of the novel. Complement this in Gojo's study (2019) that the purpose of interactive learning is generate higher levels of understanding acceptable to all members of the group in through collective and effective content that presents more meaningful and efficient results.

Talahanayan 5 Antas ng kasanayan ng mga mag-aaral sa pagsusuri ng nobelang pormalistiko batay sa kaanyuan o kayarian bago at pagkatapos gamitin ang mga interaktibong pamamaraan.

Antas ng Kasanayan	Bago gamitin ang Interaktibong Pamamaraan		Pagkatapos gamitin ang Interaktibong Pamamaraan		Interpretation
	f	%	f	%	
90-pataas	--	--	41	41	Nakamit ang higit na inaasahan
85-89	10	10	59	59	Nakamit ang inaasahan
80-84	58	58	--	--	Bahagyang nakamit ang inaasahan
75-79	32	32	--	--	Hindi nakamit ang inaasahan
74-pababa	--	--	--	--	Walang napatunayan
Total	100	100	100	100	

Pananda: 90 and above- Nakamit ang Higit na Inaasahan (HI) 85-89- Nakamit ang Inaasahan (NI) 80-84- Bahagyang Nakamit ang Inaasahan (BNI) 75-79- Hindi nakamit ang Inaasahan (HNI) 74 and below- Walang Napatunayan (WN)

Table 5 contains of the result of the students' skill in analyzing the novel based on shape and texture after use the interactive method. Can be seen in one hundred (100) checked the novel before using the interactive method, 10 or 10% got "89-85" with interpretation "achieved the expected", 58 or 58% got the "80-84" with interpretation "partially met expectations" and 32 or 32% scored "75-79". with the interpretation "did not achieve the expected".

This is just an implication that when it comes to students' ability to analyze formalistic novels based on form and structure, their knowledge is not complete. Even though they have a great idea in terms of content, they still lack form and structure.

While it can be observed that after using the interactive teaching method, there was a change in the score obtained by the students in the analysis of the formalistic novel based on the form and structure. 41 or 41% scored "90-above" with the interpretation of "achieving more than expected" and 59 or 59% scored "85-89" with the interpretation of "achieving expectations". This is just an indication that after using the interactive method, the analysis of



the formalistic novel based on form and structure was completely understood and became easy for the students.

Talahanayan 6 Antas ng kasanayan ng mga mag-aaral sa pagsusuri ng nobelang pormalistiko batay sa paraan ng pagkakasulat bago at pagkatapos gamitin ang mga interaktibong pamamaraan.

Antas ng Kasanayan	Bago gamitin ang Interaktibong Pamamaraan		Pagkatapos gamitin ang Interaktibong Pamamaraan		Interpretation
	f	%	f	%	
90-pataas	--	--	6	6	Nakamit ang higit na inaasahan
85-89	4	4	80	80	Nakamit ang inaasahan
80-84	64	64	14	14	Bahagyang nakamit ang inaasahan
75-79	32	32	--	--	Hindi nakamit ang inaasahan
74-pababa	--	--	--	--	Walang napatunayan
Total	100	100	100	100	

Pananda: 90 and above- Nakamit ang Higit na Inaasahan (HI) 85-89; Nakamit ang Inaasahan (NI) 80-84- Bahagyang Nakamit ang Inaasahan (BNI) 75-79- Hindi nakamit ang Inaasahan (HNI) 74 and below- Walang Napatunayan (WN)

It is shown in Table 6 that contains the skill level of students in analyzing the formalistic novel based on the way it is written.

From those who tested before using the interactive method, 4 or 4% scored “85-89” with the interpretation “met expectations”, 64 or 64% scored “80-84” with the interpretation “partially met the expected”, and 32 or 32% scored “75-79” with the interpretation “did not meet expectations”. This is just an indication that when it comes to the evaluation, the students' knowledge of determining the way of writing is not yet complete and their knowledge is not that wide to express their evaluation when it comes to the way of writing. This complements what Managay (2015) said regarding the writing method and its importance. It was mentioned in his study that one of the important goals of an examiner is how he expresses his examination more than the way it is written.

Whereas it can be seen that after using the interactive teaching method, the score obtained by the students who analyzed the formalistic novel changed and increased more. 6 or 6% scored “90-above” with the interpretation “achieved more than expected”, 80 or 80% scored “89-85” with the interpretation “achieved expectations”, and 14 or 14% scored “80-84” with the interpretation “partially met expectations”. It just goes to show that by using interactive teaching methods, students can express their examined work more comfortably and express it in a better way. This is just an indication that students can think of a way

better if they can better understand the novel through interactive methods.

Makabuluhang Kaugnayan ng Paggamit ng Interaktibong Pamamaraan sa Patuturo ng Filipino at Kasanayan sa Pagsusuri ng Nobela

Talahanayan 7 Makabuluhang Kaugnayan ng Paggamit ng Interaktibong Pamamaraan sa Patuturo ng Filipino at Kasanayan sa Pagsusuri ng Nobelang Pormalistiko

Interaktibong Pamamaraan sa Pagtuturo ng Filipino	Kasanayan sa Pagsusuri ng Nobelang Pormalistiko		
	Nilalaman	Kaanyuan o kayarian	Paraan ng Pagkakasulat ng akda
Brainstorming	-.015	.142	.006
Think-Pair-Share	.098	.007	.050
Pagsasagawa ng Eksibit	.109	.032	-.031

*. Correlation is significant at the 0.05 level (2-tailed).

The "degree of relationship" of the interactive method in teaching Filipino (Brainstorming, Think-Pair-Shair, Making an Exhibit) can be seen in the level of skill in the analysis of the formalistic novel based on the content, form or structure and method of writing. The result shows that the use of interactive methods in the teaching of Filipino has no significant relationship with the evaluation of the formalistic novel. This is just an indication that having a high level of acceptance of tenth grade students in the interactive method of teaching Filipino is not related to having a high and good skill in analyzing the formalistic novel. According to what Dimaunahan (2015) said, the use of interactive teaching methods is a big factor in order to develop and improve the ability of students. According to Ignacio (2011), the ability to express clearly and efficiently by following the students' goals in the analysis of the work will produce excellence in the outcome of their work.



Makabuluhang pagkakaiba sa antas ng kasanayan sa pagsusuri ng nobelang pormalistiko bago at pagkatapos gamitin ang interaktibong pamamaraan sa pagtuturo ng Filipino

Talahanayan 8 Makabuluhang pagkakaiba sa antas ng kasanayan sa pagsusuri ng nobelang pormalistiko bago at pagkatapos gamitin ang interaktibong pamamaraan sa pagtuturo ng Filipino

Kasanayan sa Pagsusuri ng Nobelang Pormalistiko	Pretest		Posttest		T	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation		
Nilalaman	83.0800	3.84203	90.2700	1.96872	18.402	.000
Kaanyuan ng kayarian	78.1300	8.18308	88.9300	1.22479	12.942	.000
Paraan ng Pagkakasulat ng akda	77.8200	8.10833	86.4800	8.66023	7.551	.000

Table 8 shows the paired-differences of the mean scores in the initial and final analysis of the formalistic novel.

The formalistic novel analysis skill in content-based initial training achieved a mean of 83.08 and a sd of 3.84. The final training achieved a mean of 90.27 and sd of 1.97. It also showed t-value of 18.40 and p-value of 0.000 which is more than 0.05 so, it only means that there is a significant difference in the level of formalistic level evaluation skill based on the content before and after using the interactive teaching method of Filipinos.

Meanwhile, the students' skill in analyzing the formalistic novel in the preliminary training based on the form or structure achieved a mean of 78.13 and a sd of 8.18. The final training had a mean of 88.93 and a sd of 1.22. A t-value of 12.94 and a p-value of 0.000 were also observed which is more than 0.05 so, it only indicates that there is a significant difference in the students' skill in analyzing the formalistic novel based on form or structure.

The table also shows the students' skill in analyzing the formalistic novel based on the way it is written. In the initial training, it achieved a mean of 77.82 and sd of 8.11. The final training achieved a mean of 86.48 and sd of 8.66. This is just an indication that there is a significant difference in the students' skill in analyzing the formalistic novel based on the way it was written before and after using the interactive method in teaching Filipino. Therefore, it can be seen in the result that the students' score obtained in the final exercise in the analysis of the formalistic novel is significantly higher after using the interactive method in teaching Filipino. This is just proof that by using the interactive method in teaching Filipino, students can better cultivate their skills in analyzing the formalistic novel based on following its goals, content, form or structure and writing method.

According to Macan (2019), it has been proven in a study that the development of interactive teaching methods will be successful in developing the skill of analyzing the work.

Clemente (2013) also indicated that the interactive method is an effective way to better understand what is being discussed and help the student perform tasks that can improve their skills.

CONCLUSION

Based on the results, the following are the conclusions of the study.

1. There is insufficient statistical evidence to reject the conclusion that there is no significant relationship between the level of acceptance of the use of interactive Filipino teaching methods and formalistic novel analysis skills.
2. There is enough statistical evidence to not accept the conclusion that there is no difference in the students' skill level in analyzing the formalistic novel before and after using the interactive method in teaching Filipino.

RECOMMENDATION

Based on the analysis of the results and conclusions, the following are the recommendations of the study.

1. The use of a random sampling technique in the selection of the respondent is suggested in order to gather more solid information to find out if there is a significant relationship between the level of acceptance of the students in the use of interactive methods in the teaching of Filipino and the level of skill in analysis of the formalistic novel.
2. Teachers are also encouraged to use the interactive teaching method to facilitate students' learning and facilitate their analysis of the novel. They need to be able to apply it in their teaching to use it correctly and explain to them its importance. It is also necessary to emphasize in the teaching every meaning and step using the interactive method of brainstorming, think-pair-share and making an exhibit. It is also important to make them understand the objectives of analyzing the formalistic novel such as the content, form or structure and the way the work is written.
3. For teacher-researchers, it is suggested to do a more in-depth and extensive study about this research topic. Pay attention to the variables that are not mentioned in the study so that the students' skills can be fully developed.

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