



# SUGBUANONG BINISAYA: A MEDIUM OF INSTRUCTION FOR GRADE TWO PUPILS

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## ABSTRACT

*Mother tongue as first language is the language a person is exposed to and acquired during the early years of child-hood and which normally becomes his natural instrument of thought and communication according to UNESCO, 1953 as cited by Charanchi (2011). The study focuses on the perception of the teachers, pupils and parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd; the necessity of Mother Tongue or the Sugbuanong Binisaya as a medium of instruction; the language preference of the pupils and teachers as a medium of instruction; and the problems met by the teachers, pupils and parents in the implementation of mother tongue education.*

*The study used a quantitative and qualitative research. The instrument was adopted from the study of Afzal Shadi (2013). It was revised and translated into Filipino language to answer the objectives of the current study. A mean and percentage score was utilized to analyze the data. The grade 2 teachers and grade 2 pupils were the subject of the study.*

*Based on the findings of the study, the use of Sugbuanong Binisaya in the teaching and learning in the classroom is not effective because both teachers and pupils found difficulty in using the language. Therefore, the use of Sugbuanong Binisaya as MTB-MLE in grade 2 pupils of Falcon Memorial Elementary School shall be definitely suspended because it does not help pupils to develop their skills particularly speaking, writing, listening and reading. Hence, it is the hindrance to grade 2 pupils' and teachers' understanding.*

**KEYWORDS:** *Sugbuanong Binisaya, language, MTB-MLE, classroom, discussion*

## INTRODUCTION

Philippines is known to have more than 100 languages of which these languages have the variety and variation depending on the geographical location where these group of people lived. People use these languages to express ideas, thoughts and feelings; and use these to communicate either directly or indirectly in the community. Every individual in a certain community is unique in his language, and this language distinguishes the identity of each person from diversity. In Philippine education bilingual policy was instituted where English and Filipino are use as media of instruction. While, just recently two important acts which legalized the inclusion mother tongue in the Basic education Curriculum; RA 8990 Early Childhood Care and Development Act, Section 5 states that it shall use the child's first language as a medium of instruction and RA 8371 (NCIP) – authorizes indigenous people to establish educational system in their own language. As early as 1953, UNESCO supported the use of vernacular languages, and

especially the use of children's home languages, in education. To quote:

“It is axiomatic that the best medium for teaching a child to read is his mother-tongue. Psychologically, it is the medium of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar language (UNESCO, 1953: 11, in Wagner, 1991, p. 169).”

Hence this study proves that the use of Sugbuanong Binisaya in the classroom as a medium of instruction of the grade two pupils in Tago, Surigao del Sur is totality foreign. Specifically this aims to: (1.) determine the perception of the teachers, pupils and parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd;(2.) identify the necessity of Mother Tongue



or the Sugbuanong Binisaya as a medium of instruction; (3.) identify the language preference of the pupils and teachers as a medium of instruction; and (4.) point out problems met by the teachers, pupils and parents in the implementation of mother tongue education.

In several studies in the past the use of Mother Tongue as a Medium of Instruction becomes a continued debate. Dixon (1976) and Malmgren (1996) as cited by Geijerstam (2012) said that over the past 40 years, issues concerning mother-tongue education have been discussed in many countries. Its function, content and identity have been the subject of dynamic discussions among teachers as well as researchers and research students. Charanchi (2011) defined mother –tongue as one’s first or native language. In an elaborate term, it is a language acquired in early childhood and spoken with native speaker’s competence. He added that according to UNESCO, 1953, mother tongue as first language is the language a person is exposed to and acquired during the early years of child-hood and which normally becomes his natural instrument of thought and communication. There are also several studies which prove the positive impact of mother tongue based education, to cite a few the study of Dastoor & Wamoron, (1975) and Adetula (1990) as cited by Charanchi (2011) using the children’s mother tongue from Ibadan Yoruba and Kano Hausa respectively which revealed that pupils taught by their mother tongue performed significantly better than those taught in English medium of instruction. Mother-tongue education in the early years has traditionally had a focus on early literacy – i.e. learning to read and learning to write.

According to Almario (2011) that in some parts of the Philippines, the mother tongue, or the child’s first language, is employed in learning, together with English and Filipino. A popular example is the trilingual teaching approach used in Lubuagan a municipality in the province of Kalinga. The program model uses the mother tongue in all subjects including Science and Math for 4.5 hours a day, then Filipino and English as specific subjects for 1 hour each day (Dumatog and Dekker, 2003). Research findings support Lubuagan’s model stating that not only did using the mother tongue improve student performance and parent participation, it also strengthened the community’s connection to their local roots and culture.

In the study of the Effect of Mother Tongue and Mathematical Language on Primary School Pupils Performance in Mathematics conducted by Omoniyi and Olabode (2013) recommended that, indigenous language must not be only taught and use but taught properly at all level of educational ladder both by utilizing the outcome on research with these language and by ensuring adequate and suitable training for the teachers concerned. They added that Mathematics taught in a child’s mother tongue has a lot advantages, such as overcoming limited knowledge of foreign mathematical vocabulary,. Teaching in mother tongue also bring closer to children mathematics example and concepts, it helps the children to develop a mathematical vocabulary in the mother tongue. It equally helps

adults who are not literate in English to understand and appreciate mathematics Abiri (1990).

In the DepEd Order 28, s. 2013 - Additional Guidelines to DepEd Order No. 16, s. 2012, Guidelines on the Implementation of the Mother Tongue Based-Multilingual Education (MTB-MLE). Surigaonon was included as language to be used in the specified regions and divisions starting school year 2013-2014. However, Surigaonon in the province of Surigao del Sur has a variety and variation of the language wherein people speak in different ways. Presently, the instructional materials or textbooks in particular for grades one-three are in *Sugbuanong Binisaya* which is a different from Surigaonon language. Unfortunately, the pupils in this area are non- native speakers of Sugbuanong binisaya; however, the said materials are used by the teachers and pupils as teaching and learning materials in the DepEd Surigao del Sur. Hence, this study.

## OBJECTIVES OF THE STUDY

1. What is the perception of the teachers, pupils and parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd?
2. Does the use of Sugbuanong Binisaya necessary in the Classroom?
3. What is the language preference of the teachers, pupils and parents?
4. What are the problems met by the teachers and pupils in the use of Sugbuanong Binisaya in the classroom?

## METHODS AND DESIGN

The study used a quantitative and qualitative research. The researchers utilized the universal sampling for teachers and pupils while convenience sampling was employed to the parents as participants of the study. The instrument was adopted from the study of Afzal Shadi (2013) “Using of the First Language in English classroom as a way of scaffolding for both the students and teachers to learn and teach English”. It was revised to answer the objectives of the current study.

The researchers asked permission from the school principal to conduct the study. The instrument was distributed to the Grade 2 teachers for them to answer. The Grade 2 pupils were given a group interview with the help of their teacher through raising their hand which correspond to their answer. The researchers and the teachers’ help one another in translating the instrument into their own mother tongue (*Surigaonon-Tagon-on*) so that everybody understood and participated. On the other hand, an interview was conducted to teachers and pupils to answer the problems encountered by them in the use of Sugbuanong Binisaya in the classroom. A mean and percentage score was utilized to analyze the data.

There were three groups of respondents in the study. The grade 2 teachers, grade 2 pupils and the parents of the said school. There were 3 grade 2 teachers, 114 grade 2 pupils and 20



parents according to availability who participated the study. The study was conducted in Falcon Memorial Elementary School,

Tago, Surigao del Sur.

## RESULTS AND DISCUSSIONS

**Table 1: The perception of the teachers in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd**

A. The perception of the teachers in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd	Strongly agree 5	Agree 4	Undecided 3	Strongly disagree 2	dis-agree 1
1. Explain the difficult ideas and opinion.	0	0	0	2	1
2. Determine the meaning of the new vocabulary.	0	0	0	1	2
3. To explain complex grammar points.	0	0	0	2	1
4. Easy and comfortable to use.	0	0	0	2	1
5. Help to understand.	0	0	0	1	2
6. To give instructions.	0	0	0	1	2
7. Effective in the classroom discussions.	0	0	0	1	2
8. Less time consume in the discussions.	0	0	0	1	2
Mean	0	0	0	1.38	1.62
Percentage Score	0%	0%	0%	46%	54%

Table 1 is the perception of the teachers in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd. The table shows that grade 2 teachers do not agree of using sugbuanong binisaya in the classroom. The result denotes that the Sugbuanong Binisaya is not easy to use and the teachers are not comfortable in using the language inside the classroom. Hence, the language is foreign to grade 2 pupils because Sugbuanong Binisaya is not the language used by the people of Tago, Surigao del Sur. Using

the text books do not help teachers especially in giving some instructions and it is time consuming because the teachers were always translate the text or statement in their own language which is Surigaonon- Tagon on. The result negate to the idea of Haldiday and Martin (1993) that mother tongue is a key to learn the skills such as reading, writing, speaking and listening. It is also a key to learn how to express ideas and giving instructions clearly.

**Table 2: The perception of the pupils in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd**

B. The perception of the pupils in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd (Pupils)	Strongly agree 5	Agree 4	Undecided 3	Strongly disagree 2	dis-agree 1
1. Explain the difficult ideas and opinion.	0	4	0	106	4
2. Determine the meaning of the new vocabulary.	0	4	0	102	8
3. Easy and comfortable to use.	0	4	0	104	6
4. Help to understand.	0	4	0	105	5
5. Effective in the classroom discussions.	0	4	0	105	5
6. Less time consume in the discussions.	0	4	0	107	3
Mean	0	4	0	104.83	5.17
Percentage Score	0%	4%	0%	92%	4%

Table 2 is the perception of the pupils in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd. The table demonstrates that 92% of the grade 2 pupils strongly dis-agree of using sugbuanong binisaya in the classroom discussions. This

entails that majority of the pupils has a difficulty to use the language. It means that the language used as MTB-MLE in the class is not effective because the pupils can hardly express the ideas and opinion. Thus, sugbuanong binisaya is unfamiliar language for them. The language used is the hindrance in the



learning process of the pupils. The result contradict to the study of (Dumatog and Dekker, 2003) as cited by Almario (2011) they found out that not only in using the mother tongue improve

student performance and parent participation, it also strengthened the community's connection to their local roots and culture.

**Table 3: The perception of the parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd**

C. The perception of the parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd	Strongly agree 5	Agree 4	Undecided 3	Strongly disagree 2	dis-agree 1
1. Explain the difficult ideas and opinion.	0	1	0	15	4
2. Determine the meaning of the new vocabulary .	0	1	0	17	2
3. Easy and comfortable to use	0	1	0	18	1
4. Help to understand	0	1	0	16	3
5. Less time consume in the discussions	0	1	0	16	3
Mean	0	1	0	16	3
Percentage Score	0%	5%	0%	80%	15%

Table 3 is the perception of the parents in the use of Sugbuanong Binisaya as medium of instruction and use Sugbuanong Textbooks provided by DepEd. The table shows that parents strongly dis-agree in the use of Sugbuanong Binisaya language which has 80% of the total parents as participants. This means that the parents don't like to use the language because they also have a difficulty to use and they found uncomfortable using it because the Sugbuanong Binisaya

is not their first language. The result is different to the study of Dastor & Wamoron (1975) and Adetula (1990) as cited by Charanchi (2011) entitled "Using the Children's Mother Tongue from Ibadan (Yoruba) and Kano (Hausa) Respectively" proven that pupils taught by their mother tongue performed significantly better than those taught in English medium of instruction.

**Table 4: The necessity of Mother Tongue or the Sugbuanong Binisaya as a medium of instruction in the Class room**

	Yes	Percentage	No	Percentage
Teachers (Mga Guro)	0	0%	3	100%
Pupils (Mag-aaral)	4	3.51%	110	96.49%

Table 4 is the necessity of Mother Tongue or the Sugbuanong Binisaya as a medium of instruction in the Class room. The table displays a 100 percent no as responses of the grade 2 teachers. Majority of the grade 2 pupils said that sugbuanong binisaya does not need in the classroom and only

few needed it because they are transferee pupils coming from other provinces and regions. This implies that using sugbuanong binisaya is not effective language to be used in the municipality of Tago, Surigao del Sur.

**Table 5: The language preference of the teachers, pupils and parents**

PERCENTAGE OF THE LANGUAGE PREFERENCE						
	Teachers		Pupils		Parents	
	No. of Cases	%	No. of Cases	%	No. of Cases	%
Sugbuanong Binisaya	0	0%	4	3.51%	1	5%
Surigaonon- Tagon on	3	100%	110	96.49%	19	95%
Others	0	0%	0	0%	0	0%

Table 5 is the language preference of the pupils and teachers. The table presents that both teachers and pupils preferred Surigaonon (Tagon-on). This is very clear that Surigaonon (Tagon-on) shall be used in classroom discussion as MTB-MLE because they easily understand concepts whereby they can express their ideas clearly. The parents also can help their

children in answering the assignment given by the teachers if Tagon-on language will be used in the textbooks.

**Problems met by the teachers in the use of Sugbuanong Binisaya in the classroom**

1. Time consuming during class discussion because the pupils has a difficulty to understand the language and it is strange for them.
2. Uncomfortable to use because pupils cannot easily understand the meaning of the words and the teachers always translate the words or statements in their own language- Surigaonon (Tagon-on).
3. The parents were complaining the materials used by their children because the language used (content) in a book is Sugbuanong Binisaya which is unfamiliar for them.
4. Sometimes, the teachers are not able to understand the word or statement which affect their understanding from the whole idea of the text.

**Problems met by the pupils in the use of Sugbuanong Binisaya in the classroom**

1. The pupils did not actively participate the class discussion because majority of them cannot speak fluently the language and others were ashamed to speak.
2. They cannot understand the language which result to the slow progression of the learning.
3. Others can understand yet they cannot directly speak the language.
4. The pupils lost interest in learning because they found difficulty to use the language.

**CONCLUSION**

Based on the findings of the study, the use of Sugbuanong Binisaya in the teaching and learning in the classroom is not effective because both teachers and pupils found difficulty in using the language. Therefore, the use of Sugbuanong Binisaya as MTB-MLE in grade 2 pupils of Falcon Memorial Elementary School shall be definitely suspended because it does not help pupils to develop their skills particularly speaking, writing, listening and reading. Hence, it is the hindrance to grade 2 pupils' and teachers' understanding.

**RECOMMENDATION**

It is recommended that there is a need to revise the curriculum because the Sugbuanong Binisaya as MTB-MLE in Grade 1-3 is a language not appropriate for the people living in Tago, Surigao del Sur. The Teachers or the DepEd personnels shall develop and design instructional materials suited to the language, interest and culture-based reading materials. An informative seminar-workshop shall be conducted to the newly hired and old teachers about MTB-MLE in Philippine education system and the development of instructional materials.

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