

## SELF-LEARNING HOME TASK (SLHT)

Subject: Practical Research 2 Grade Level: 12 Quarter: 2 Week : 7

MELC: Draws conclusions from research findings; and formulates recommendation.

Competency Code: CS RS12-Ilh-j-1; and CS RS12-Ilh-j-2

Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

### A. Readings/Discussions

#### **Summary, Conclusions, and Recommendations**

Chapter 5 of the research paper, thesis, or dissertation is the summary of the findings, conclusions, and recommendations. This part can only be written after the results of the study is tabulated already. If the tabulation and presentation of data has an error, then the summary, conclusions, and recommendations will be unreliable. It is necessary that the data presentation and interpretation will be accurate.

Begin this chapter with an introductory paragraph with a brief statement about the main purpose of the study, the population or respondents, the period of the study, method of research used, the research instrument, and the sampling design. Do not include explanations. This will give the readers of the research a chance to review what the topic of the study is about.

#### **Summary of the Findings**

To summarize an article, you highlight its main points and arguments without writing down every single detail (Write Source 483). In the same manner and for clarity purposes, the results of the study must be summarized depending on the questions of the statement of the problem. The summary of the findings should be textual generalizations, that is, a summary of the important data consisting of text and numbers (prezi). There should be no interpretations, only the highlights of the data, especially those upon which the conclusions should be based. It is important to state it as concisely as possible. This part must also be written in the past tense of the verb.

Example:

*A higher percentage of the respondents belonged to the age bracket of fifteen (15)- seventeen (17) and most of them are taking up AB Computer Secretarial. The respondents consisted mostly of female students.*

*As what the tables showed, no one got a perfect score in each test level. In subject-verb agreement, many students still could not determine what the subject in the sentence was and what the correct verb to be used that agreed with the subject. In verb-tense test, most of the respondents changed the verb tense when in fact it was really a grammatically correct sentence. In verb form test, students were still confused regarding the use of these verb forms; thus, they were mostly mistaken in item number 3.*

*The level of proficiency in the entire writing competency test was Moderately Proficient.*

You can opt to write the summary in separate paragraphs to correspond to the number of questions, as is the example above. You may also put them all together and write them as one paragraph. It is also important that there are some questions with sub questions. When this happens, each sub question must also be answered. It is best to follow instructions from your research teacher as to the format of your summary since they will be the ones to grade you.

## **Conclusions**

The conclusion unifies your research results, discussions, and elaborates their significance to your thesis (prezi). It depends on the summary of findings. Moreover, it must also take the number of questions in the statement of the problem like the summary. Do not be confused. Summary is not conclusions. Conclusions are not summaries. They are connected but they are not the same.

These are the elements of the conclusion. First, you must state your topic. Second, you must state your thesis statement. Third, you must briefly summarize your main points. Fourth, you must add the points up. Lastly, you must make a call to action when appropriate (prezi). Take the example below.

Example:

*Verb Usage is one complicated topic. Conducting an error analysis of the verb usage of the UC-Main First-Year AB Students is of great assistance in identifying the level of proficiency of the students in applying the rules of subject-verb agreement in writing sentences.*

*It is clear from the summary of the findings that the students showed confusion in applying the rules of the subject-verb agreement. They could not distinguish verb tense from verb form. In addition, it is most unfortunate that some students still have a hard time identifying the subject in the sentence so they would use the wrong verb tense. A lot of times, students mistake verb forms for verb tenses and vice versa. This is the reason why no one from the respondents got a perfect score in the proficiency test because they have not shown enough mastery of the verb usage and in applying the rules of subject-verb agreement in writing sentences and paragraphs. Therefore, the*

*overall level of proficiency of UC-Main First Year AB Students is moderately proficient. This study shows that students need to improve more on their knowledge about the rules of subject-verb agreement and verb usage to develop into a very proficient level.*

Again, this must be reiterated. Each school follows a different format in writing conclusions. Make sure that you listen well and apply the instructions of your teacher to be assured of a desirable grade.

### **Recommendations**

Recommendations are steps offered to solve or improve the negative findings of the study (prezi). They are based on the conclusions. When one writes the recommendations, he/she must follow the order of the summary of the findings and conclusions. It is also highly encouraged to include a further research of the study to develop a community of researchers in the school you belong to.

To write the recommendations, it is best to consider these characteristics. It must be action-oriented and practical. It must help solve the questions stated in the Problem Statement found in Chapter 1. If there are four questions in the Problem Statement, there must be five recommendations as the fifth one will be the basis for further research. Check out the example below.

Example:

- 1. The researchers recommend that the first year AB students should be given adequate part to master the rules in subject-verb agreement and apply them in writing sentences and paragraphs.*
- 2. The researchers recommend that the students must take additional grammar classes that allow them more opportunities to practice and master the subject-verb agreement and verb usage to develop into a very proficient level in applying the rules of subject-verb agreement in daily writing.*
- 3. The researchers also proposed a grammar tutorial program between peers, and some chosen subject teachers especially for those students who are still not proficient or slightly proficient in the use of verbs and in applying the rules of subject-verb agreement in writing.*
- 4. The researchers highly recommend that this study be a basis for further research in the level of proficiency of students in the other aspects of the English grammar.*

Please remember! Findings are the bases of the conclusions and conclusions are the bases of the recommendations.

## B. Exercises

### Exercise 1

**Directions:** Read the statements below. Write CORRECT if the statement is true. Write INCORRECT if the statement is false.

- \_\_\_\_\_ 1. It is alright if there are no summary of the findings since one can draw conclusion without it.
- \_\_\_\_\_ 2. Recommendations are based after conclusions and conclusions are based after the findings.
- \_\_\_\_\_ 3. The recommendations must correspond to the number of problems in the Statement of the Problem plus one for further research.
- \_\_\_\_\_ 4. Conclusions show the highlights or the main points of the study number of questions in the statement of the problem.
- \_\_\_\_\_ 5. The steps offered to solve or improve the negative findings of the study is called recommendations.
- \_\_\_\_\_ 6. Summary of the findings unify your research results, discussions, and elaborates their significance to your thesis.
- \_\_\_\_\_ 7. Summary of the findings, conclusions, and recommendations are the parts of chapter 5 of a research paper.
- \_\_\_\_\_ 8. Summary of the findings must answer each question in the statement of the problem due to clarity demand.
- \_\_\_\_\_ 9. There must be an introductory paragraph before writing the summary, conclusions, and recommendations to briefly discuss the main purpose of the study and other relevant information.
- \_\_\_\_\_ 10. Conclusion unifies research results, discussions, and elaborates significance to your thesis.

## Exercise 2

**Directions:** Read and analyze the situation below. Then write summary, conclusions, and recommendations according to your understanding.

*Lizzie conducted a study on the relationship of the fear of Covid-19 pandemic to the academic performance of Grade 11 Learners of Bagong Pag-Asa National High School. It was found out that out of the 140 learners, 100 of them do not care about the pandemic, 20 of them fear the pandemic, and the 20 left are trying their best to do-good in-home schooling using the modular method of the Department of Education. These 20 students are children of teachers, and other professional workers. The other 20 who feared the pandemic have very protective upbringing, while the remaining 100 learners are children of hard workers like farmers, fishermen, and others. The 100 learners who do not care have very low scores, others do not have scores, and others do not get modules anymore. The fearful 20 are torn between studying and praying and hoping that the pandemic will go away so they were not able to focus on their home tasks. The hardworking 20 are trying their best in answering the modules and home tasks, in asking help if needed, and communicating with their subject teachers. They were the ones who passed good if not best outputs and have high scores in summative tests.*

Summary

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Conclusions

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Recommendations

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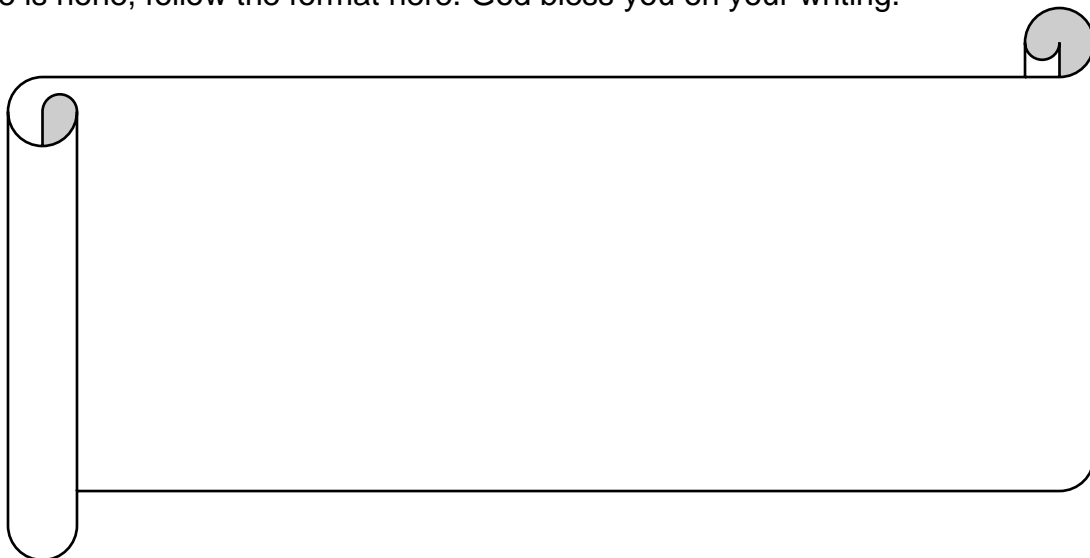
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C. Assessment/Application/Outputs (Please refer to DepEd Order No. 31, s. 2020)

**Directions: Task 1.** On your own study, review your presentation and interpretation of the data. If you and your research teacher agree that you have sufficient findings, then plan for your Chapter 5. Write your draft on a short bond paper and have it checked by your research teacher or grammarian.

D. Suggested Enrichment/Reinforcement Activity/ies

**Directions:** Once your chapter 5 is approved by your research teacher, write it on a clean sheet of bond paper. Follow the format prescribed by your research teacher. If there is none, follow the format here. God bless you on your writing.



## References:

### Books

Calmorin, Laurentina Paler and Melchor A. Calmorin. *Research Methods and Thesis Writing, 2<sup>nd</sup> Edition*. Manila, Philippines: Rex Book Store, Inc, 2007.

Faltado, Ruben E. III, Medardo B. Bombita, Helen B. Boholano, and Angeline M. Pogoy. *Practical Research 2: Quantitative Research*. Quezon City: Lorimar Publishing, 2016.

Ragma, Feljone. *Practical Research 2: Quantitative Research*. Intramuros Manila: Mindshapers Co., Inc., 2019.

*Write Source A Book for Writing, Thinking, and Learning*. USA: Great Source Education Group, a division of Houghton Mifflin Company, 2007.

### Unpublished Thesis

Caballes, Evemahry, Florie Ann C. Flores, Raniel P. Inoc, and Melbert B. Ople. *Error Analysis on Verb Usage of UC-Main First-Year AB Students: Proposed Grammar Tutorial Program*. Cebu City: University of Cebu- Main Campus, 2007.

### Online Sources

Esther, Baraceros. *Practical Research 2 e-Book*. Quezon City: Rex Bookstore, Inc, 2016.

Mariole Cabana. Summary of Findings, Conclusions, and Recommendations. Posted February 18, 2014. Accessed January 25, 2021. <https://prezi.com/tv3axpwcldccc/summary-of-findings-conclusions-and-recommendations>

Prepared by:

Mrs. Florie Ann F. Sabio  
Ms. Keisha Marie P. Roldan

Edited by:

Reviewed by:

## GUIDE

For the Teacher

For the Learner

For the Parent/Home Tutor