



Why English Isn't that Hard: Impact of Adopt-A-Friend Program on Students with Failing Grades

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Abstract The purpose of this study is to narrate the conditions of selective grade 10 students at-risk of failing English 10. This also deals with assessing the impact of Adopt-a-Friend Program on their academic performance and socialization in class. The study used qualitative method triangulated through observation, structured written and oral interview, and used of existing documents (F138) and journal entry. Students with failing grades were purposively chosen and paired with high performing students in a peer-tutoring approach. Although the target of the program are selected students at-risk of failing English subject, it was launched to all grade 10 students to eliminate stereotyping since academic grades became the basis for choosing the respondents. The study revealed that those students at-risk of failing English 10 benefited much from the program. Most of the responses revealed that they have improved their academic performance and socialization in class. Moreover, they suggested that the program must continue until the last quarter of the school year. Those high performing students who adopted them revealed that they enjoyed the program, however they suggested some improvements for Adopt-a-Friend Program's next implementation. As a result, there is a significant increase in the performance of the student adoptee and adopted.			
Keywords: <i>Peer-tutoring; intervention program; peer-assisted learning</i>			

INTRODUCTION

Nowadays, most teaching and learning process revolves on student intervention and self-paced learning. Educators had spent much of their time developing programs that could suit to each type of learners. Tutoring, as a form of intervention, is one of the topics that has received much attention in educational research.

Students' failure in class is much attributed to truancy and absenteeism but there could be other reasons why they failed in their subjects. Some of the students cannot follow the regular pacing that other students do. There are slow learners and there are some who do not find the subject interesting, so they do not pay attention to their requirements in class (Oestar & Oestar, 2018).

Others would say English is one of the hardest subject because it just doesn't need knowledge; it requires skills. A recent news from CNN Philippines revealed that English proficiency of Filipino students is deteriorating at an alarming percentage. In English 10, some students prefer not to participate in class since they are not inclined to reading comprehension, public speaking, listening to stories and writing articles. They tend not to understand grammar and literary lessons with some distractions. Most of them believe that English is a hard subject.

Teaching and dealing with at-risk students was a laborious task for some issues like failing grades, low attendance, behavioral problems and other personal issues. Personally, the researcher has made efforts on how to students could cope on their failed grades. Remedial instruction and re-teaching have been done however, not all students are able to recover from failed grades.

With this, the researcher come up with a program that could make all students participate and



perform well in class. This is the researcher's intervention to students who are at-risk of failing English 10. In the implementation of Kto12 Program, students have a one-day Independent/ Cooperative Learning on their schedule. Every subject has one-hour ICL session in a week. With this, the researcher tried to come up with the concept of injecting Adopt-a-Friend Program implementation on their ICL sessions and even on regular class session wherein pairing activity is suggested.

Thus, the study attempted to explore the concept of peer-tutoring as an intervention for students at-risk of failing English using Adopt-a-Friend Program. Specifically, the study sought to answer the following questions.

1. What are the insights of the adoptee and adopted students in the Adopt-a-Friend Program?
2. What are the advantages and disadvantages of Adopt-a-Friend program on students with failing grades?
3. How do adoptee and adopted students behave before, during and after the program implementation?
4. What improvements have been made before and after the implementation of Adopt-a-Friend Program?

LITERATURE REVIEW

Peer-tutoring is an effective instructional strategy that benefits both the tutor and the tutee. It can improve students' academic achievement, self-esteem, and social skills (Alshammuri, 2020). Moreover, it is a kind of peer-assisted learning that comes with varied terms covering a variety of cooperative and collaborative teaching and learning strategies including peer learning, peer teaching, peer mentoring, peer assessment and peer leadership.

Peer tutoring has been critically studied and most of studies show moderate to high average effects. High-quality reviews have explored the effect of peer tutoring on both primary and secondary students, and in a variety of subjects (Education Endowment Foundation, 2018).

Further, peer tutoring as of Peer Assisted Learning (PAL) includes a range of approaches in which students work in pairs or small groups to provide one another with explicit teaching support (Education Endowment Foundation, 2018).

Peer tutoring can support inclusive education by facilitating peer interactions and promoting positive attitudes towards individual differences. It can also provide opportunities for students with disabilities to learn from their peers and develop social skills (Lee,2019).

More of the related literature showed that peer tutoring is a common study done in medical, mathematics, science fields and those disciplines involving laboratory settings and those involving physical and psychomotor skills. However, there is a study showing that Peer Assisted Learning (PAL) strategies can also be applied to English. Swan (2014) stated that PAL can be used as a supplemental instruction for students with supplemental instruction.

Fuch et.al (2001) in Swan (2014) has found that Peer Assisted Learning (PAL) as a form of peer-tutoring improves oral reading fluency and reading comprehension for students with and without learning disabilities in grades 2-6. It only shows that peer tutoring can also be used in English classes.

Rodriguez (2013) mentioned the works of Simmons, Fuchs, and Fuchs (1995) that peer-mediated programs, such as the program, peer-assisted learning strategies (PALS), have been shown to double or triple students' reading fluency levels. The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress.

Studies related to different forms of peer tutoring emerged such as: cross-age (an older learner paired with a younger learner), same-age and reciprocal (students take turns being tutor and tutee) tutoring which showed significant gains in learners at the elementary, middle and high

school level (Spencer, 2006; Austin, 2008).

Young (2012) suggested that adjusting instruction such as making an alignment between the student's current level and instruction level is a means to help improve achievement. Peer tutoring can be used to help with this type of modification. Studies also have shown that there is a positive outcome that peer-tutoring can give not only in the academics but also to the attitudes on the subject-matter (Schram, 2010; Cohen, Kulik et.al.1982). As added by Robinson et.al. (2005), tutoring increases achievements in subjects specially in Mathematics. Moreover, Kupzyk et al. (2012) also note that having positive feedback, pacing, and frequent checking for accuracy will enhance students' learning rates. Feedback, pacing, and frequent checking can all be addressed using a peer tutor. The peer tutor can provide the individual student with intense interventions.

Concordia University (2018) on their blog stated that peer tutoring doesn't require to happen after school. Students can make scheduling during lunch or in the morning, based on the availability of the venue, needs of the tutee and the ability of the tutors. Moreover, on their program, peer tutoring is an important way to improve student grades and encourage a classroom to continue working hard. When planning to set up a program in a high school, it is essential to consider various elements that make tutoring productive. Peer tutoring quality is impacted by things like tutor training, tutor-to-tutee matching, and the utilization of study materials. Peer tutoring can be more effective if established tutor training programs are offered and qualified tutors are chosen (Boyle et al., 2019). Cascio (2018) also agreed that peer tutoring programs can replace every normal class time as group activities or outside of class. It offers significantly more potential advantages than disadvantages if tutors are well-prepared and monitored by the teacher.

Gecolea and Gecolea (2017) further discuss the benefits of peer tutoring as a complementary to traditional instruction. Common components of peer tutoring programs facilitate both cognitive and social gains in both higher-performing mentors and low-performing mentees in a differentiated and positive way.

Frequent monitoring of students' progress will be an important component of implementing peer-initiation training to determine the effects of the intervention strategies on social interactions as well as academic performance (Gecolea & Gecolea, 2017).

RESEARCH METHOD

Qualitative research design was employed in the study. Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis (Bricki and Green, 2017). Specifically, it was also descriptive in nature. Descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. It describes with emphasis what exists such as current conditions, situations, or any phenomena (Calderon, 2015).

This is a type of research which determines the first-hand experience of the students involved in the Adopt-a-Friend Program. Varied instruments are developed and utilized: journal entry, structured interview and observation method are facilitated to the respondents.

The study was conducted in grade ten sections of Canda National High School-Junior High School Department in Sariaya, Quezon. The respondents are the selected top students and those at-risk of failing English 10 for the school year. Although the target of the program are selected students at-risk of failing English subject, it was launched to all grade 10 students to eliminate stereotyping since academic grades became the basis for choosing the respondents. To prevent bias and discrimination on the part of the learners, all of them acted as either the adoptee or the adopted students.

The researcher handles three heterogeneous classes of grade ten. Students who will be adoptee are those with grades 90 and above while those adopted are those students with grades

below 75 in the first and second quarter of English 10.

The actual respondents to be monitored in the study are the six students at-risk of failing English 10 and their respective high-performing peers. They are chosen purposively by means of random sampling particularly the purposive sampling wherein the respondents will be intentionally picked based on their characteristics, qualities and qualifications as a member. Patton (2002) defines purposeful sampling of candidates as selecting the cases that are rich with information through strategic and purposeful methods. Students are paired equally, the one with the highest grade will be paired to a classmate who earns the lowest grade in class. Two pairs for each section are chosen as respondents with a total of six adoptees and 6 adopted.

The data for this qualitative study was triangulated based on interviews, observations, and student documents (Yin, 2008). The validation of the instruments is administered to the pool of experts from the English Department of Canda National High School. Whereas simplification of some of the questions in layman's term were suggested. The results were incorporated in the final copy of the instruments' reproduction. Once the final draft of the questionnaires was finalized, it was reproduced and administered by the researcher. After the responses have been collected, the data are treated qualitatively.

To make sure that data are treated with ethical considerations, necessary permissions from the respondents and from the English Department were secured first. Adoptee and adopted students are involved in briefing and lectures on the flow of Adopt-A-Friend Program. Pictures and documentations are credited to the actual source and with the consent of the students. Confidentiality was also secured in the study for the actual names of the respondents are concealed here. Moreover, citations from original source are properly documented in a bibliographic entry.

FINDINGS AND DISCUSSION

This part includes the interpretation of the responses gathered through student journals, interviews and observations.

Students' Journal

Case A

"He is John Lloyd, the one who I adopted for the "Adopt-a-Friend Program." He has a special condition that's why I find it hard to teach him. What I like about him is that he listens to me when I am teaching him things about the lesson. He is cooperative and shows support like giving money for the activities that needs buying materials. Even though he is "special" he never copies my answers during exam and just answer the questionnaire by himself not the others who took advantage of their partners by copying the answers of the one who adopted them."

"My adopted friend sees me as a kind partner. At first, he finds me as a strict and selfish partner but as the day passes by, he realizes that I am a kind of person that is the opposite of what he thinks. What he likes about me is that I share what I know to him and give him such ideas so that he can answer on his own. He said that he is lucky became his partner because I am the one who manages the activities that we should answer by pair. He trusts me and treats me as his friend."

Case B

"My partner John Paul is a cooperative guy. He follows what I told him to do. When I told him to review for our paired task, he will attempt to review well. He never disagreed on my opinions, and he always supports me. He approaches Ma'am Jen when she gives activities, to help me and to him guide. He is also helpful and not taking advantage of the situation, he will help me think and finish the task. Of course, a big factor to help him is that he's very thankful every time we do activities together."

"My friend Leanne has a beautiful heart not only to me but also to our fellow classmates. I

can't deny that she's a pretty classmate. She never ignores me when I ask her questions. She is a kind, simple and quiet girl in our class. Moreover, she is studious and diligent especially when it comes to such activities."

Case C

"Thomas James is a kind person. He is a type of guy that was so moody. First day of school, I'm slightly afraid of him because he is getting angry, that's why he punched our blackboard. HE is my seatmate on the first day of school, even I'm slightly afraid of him, we talk and tells our own story. That time I realized that even he was so moody, he was truly kind and friendly."

"For me Karen is nice because I can ask her want I need to do. She is willing to help me as long as she can. She's always there when I need her. Karen has long wavy curly hair and she doesn't want to cut it. She is a type of girl that will never leave you if you need her. Last time we solve a puzzle together."

Case D

"For me, I will only say that Gerald is a student who knows how to drink alcoholic beverages. As far as I know and I remember, when I first encountered him, he looks mature. He looks like a bad student but when I get along with him as my partner, my first impression to him was gone. I realize that he is also a good student, he knows how to cooperate with me whenever we paired activities. He is trustworthy, I can easily get help from him, and I am also happy and comfortable with him."

"For me Vhernethche as my partner is a good friend. She's kind and a good partner and I easily got comfortable with her. She's willing to teach and guide me in our activity even in other subjects. I'm happy on her company."

Case E

"Not gonna lie but Vincent is kind lazy. He loves to sleep and sometimes he's not paying attention because he talks too much with his friends. But he will do the activities if I command so. Last time, he really reviewed the notes for the summative test and somehow, I guess he's improving. I really hope so. I think he's smart, it's just that he is lazy to act like one. He just needs motivation and a friend to lean on."

"When I interviewed Vincent about how he describes me, he said that I'm intelligent and somehow kind-hearted. Well, I will admit that I'm not really that kind to everyone (just saying). Also, according to his observation, I am friendly that's why I have lots of friends in class. He also told me that I am strict to him since I want him to learn more in the subject. I'm just being like that because I want him to have better grades in English."

Case F

"Based on my observation, Last quarter Aeseen is kind a lazy and always absent. But we he and Claide became friends, there are lots of changes. When he became my adopted friend, he's helping me when I told to do so. It's like his going to do his part in short, he has initiative. He's a bit shy but I understand that he is adjusting, and I hope he learn on what I have been sharing and telling him."

"For me Althea is one of the most beautiful yet a greedy person that I'd met. She is one of the fans of BTS. She is always active in everything and happy-go-lucky. She is also a type of girl that is kind and industrious and very responsible daughter because based on my observation, she always does their household chores even it's not obvious."

The journal entry above shows the description of both the adoptee and adopted students in the Adopt-a-Friend Program. The researcher encoded the transcriptions directly from what the

students had written on their journal based on her readings from the works of Saldana (2009) on coding. In in vivo coding, acknowledgement of the voice of research participants are considered. Using direct quotes from participant aligned with discovering their experiences is observed. It is worth noting that the direct quotes were not altered grammatically; the only changes made were the insertion of generic labeling to promote anonymity for the participants.

As observed, adoptee and adopted have opposite characteristics that makes the pair interesting. The adoptee is chosen for having high grades and good performance in school while the adopted students are those at-risks of failing the subject.

Thematically, most of the adopted students are seen by their partners as lazy and moody yet cooperative to them. On the other hand, most of the adoptee are seen by their partners as strict yet smart and helpful to them. They both work for a common goal--working to have higher grades in English 10.

Table 1. Summary of the responses on of the Adopted students in the Adopt-a-Friend Program

QUESTIONS	Adopted A	Adopted B	Adopted C	Adopted D	Adopted E	Adopted F
Why do you think you are chosen as one of the Adopted?	I have lower grade	I need to improve my grades in English	To help me improve and pass my grade	The teacher thought that I need to improve my grades	My grade is not so good, and I might fail	My teacher wants me to pass the subject
What did you feel when you are chosen to be included in the Adopt-A-Friend Program? Why?	I felt happy, she is good in class	Happy because I have a friend to teach me	Happy, my partner treats me as a friend	Happy that I have a partner that can help me	Great, I have a tutor	Thankful, I have a buddy to make my grades fines
Do you think the program is fair or bias for you? Why?	Yes, he helps me improve	Fair, we still do the task, adoptee just help	Fair, both of us benefit from it	Fair because I know that in some ways, I can also help my partner	Fair, my partner helps me	Fair because everyone of us are given partners
What incentive/motivation do you receive on this program?	I will have a passing grade	I know my grades will become higher	To make my grades higher	We can both benefit from the program because our grades will both improve	Able to get higher grades	I receive a buddy that I can count on when I need to ask about our lesson
Describe your adoptee/adopted friend. What are the things you like and dislike about him/her?	Friendly but a bit strict	She's kind and strict to me	Funny, friendly and nice	I'm lucky to have her as my partner, she's helpful	Helpful but she easily gets angry to me	She's shy and quiet but she's helpful

What specific topic/learnings have you acquired from your partner?	Not to be lazy and do the work	I learned to be confident in answering our activities	I learn to listen and cooperate to somebody	My partner helps me in doing seatwork/ assignments	I learned to be serious in class	I learn to enjoy English time, it's not hard at all
Is there any change on your class performance when you are engaging in the program?	Big change, my partner always helps me	Yes, I became cooperative	Yes, when I listen to teacher and partner, I earn higher score	Yes, I have higher scores in my activities	Yes, improve scores	Yes, a little bit, at least I have additional friend
What suggestions can you give to further improved Adopt-a-Friend Program?	Do more activities together so we can be closer	To have physical activities that we adopted can perform well	I suggest giving adoptees gift from us adopted students	More cooperation with each other	Continue the program	Additional time for partners to know each other well

Table 1 shows the responses of the adopted students on the questions posited to them. Item 1 revealed that most of them are chosen to be the adopted in the program because they have low grades in class and some of them are at-risk of failing the subject. Item 2 revealed that all of the adopted students are feeling happy, great and thankful to their partners. They see their partners as tutors, buddy and friends.

Item 3 revealed that they think the program is fair because all of the students are involved, all are given partners and gives chance to those at-risks. Item 4 revealed that they will benefit from the program since their grades will improve. Moreover, incentives are also in the form of intrinsic and extrinsic ones.

Item 5 revealed common answers such as partners being strict, kind, friendly and helpful. The same results are supported by their journal entry. Item 6 revealed that they have learned to be patient, serious, cooperative and helpful to their partners. Item 7 revealed if there are changes on the performance of the adopted students. All of them said that yes, there are changes on their performance either academic or social skills. Lastly, item 8 revealed the adopted students' suggestions on improving Adopt-a-Friend Program. They suggest having more activities together that require them to get to know each other well.

Table 2. Summary of the responses on of the Adoptee students in the Adopt-a-Friend Program

QUESTIONS	Adoptee A	Adoptee B	Adoptee C	Adoptee D	Adoptee E	Adoptee F
Why do you think you are chosen as one of the Adoptee?	I have a higher grade	I am well-performing in the subject	I have good grades	I'm in top 10	I have well-managed grades	So, I can share my knowledge to others

<p>What did you feel when you are chosen to be included in the Adopt-A-Friend Program? Why?</p> <p>Do you think the program is fair or bias for you? Why?</p>	<p>At first shocked, I was assigned to a lazy partner</p> <p>At first not but I already understand the reasons why we are paired</p>	<p>I felt proud that I can help others in need</p> <p>It's fair because the pairings are based on our abilities and skills</p>	<p>I'm happy that I have a partner to do tasks together</p> <p>Everybody has a partner, it's fair</p>	<p>Happy, I can help my classmate pass the subject</p> <p>Yes, because we receive praises from our teacher when our partners improve their scores</p>	<p>At first curious but I gradually enjoy the program</p> <p>Somehow, both learning new things together</p>	<p>Happy, I can help my classmate pass the subject</p> <p>Fair, the program gives other chance to improve</p>
<p>What incentive/motivation do you receive on this program?</p>	<p>When my adoptee improved his performance</p>	<p>I am more motivated to study since I need to relay what I've learned with my partner</p>	<p>I'm motivated to help her pass the subject</p>	<p>I gain a new friend in my partner</p>	<p>If his grade improves, then I will have additional points too</p>	<p>Its challenges because I was assigned to a naughty partner</p>
<p>Describe your adoptee/adopted friend. What are the things you like and dislike about him/her?</p> <p>What specific topic/learnings have you acquired from your partner?</p>	<p>He has a special condition, must be in SPED class</p> <p>Gain life/moral lessons from him</p>	<p>He is cooperative but he doesn't like reviewing.</p> <p>It's memorable that we both work hard for our APA style lesson.</p>	<p>She's nice, willing to learn and easy to teach</p> <p>I learn to talk to a person without fear</p>	<p>He's always absent but he's kind</p> <p>Help other, do tasks easier and faster</p>	<p>Kind a lazy and sleepy but he listens to what I say</p> <p>I learned to be good to others</p>	<p>He's handsome but he is lazy</p> <p>Learn the value of sharing and cooperation</p>
<p>Is there any change on your class performance when you are engaging in the program?</p>	<p>Nothing's change but I became more determined and patient</p>	<p>Yes, we both improve our performance in class.</p>	<p>I became active when I engage in the program</p>	<p>Yes, because we help each other</p>	<p>I became more patient and understanding</p>	<p>Yes, I also made my score higher</p>

What suggestions can you give to further improve Adopt-a-Friend Program?	More socializati on time by playing games together	More activities that we can both enjoy doing in pairs	Have interesti ng activities to know each other better	Must have changing of partners every quarter	I suggest having more activities	Please continue the program, make it longer in scope
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Table 2 presents the responses of the adoptee students on the questions posited to them. Item 1 revealed that most of them are chosen to be the adopted in the program because they have high grades, well-performing or they are achievers in class. Item 2 revealed that one of them is shocked, one is proud, and one is curious on being included in the program. Three of the adopted students are happy for being the adoptee in the program.

Item 3 revealed that all of them thought that the program is fair since all are assigned with partners based on their performance in class. One of them said that at first, she taught that the program was unfair but as it goes on, she understands why they are paired. Table 4 revealed that they got motivated, gain new friends and improve performance in class.

Item 5 revealed that their adopted friends have negative characteristics like being lazy and sleepy. Some positive characteristics are being kind, cooperative and easy to teach. One said that her partner has a special condition and must be in a SPED class. Item 6 revealed that Adoptee A learned life/ moral lessons, Adoptee B stated that they have good memories together, Adoptee C said that he can talk to someone without fear, Adoptee D said that he can do task easier and faster, Adoptee E said that he learned to become good to others and Adoptee F learned the value of sharing and cooperation.

Item 7 discussed if there are changes on their performance in class when they are engaging in the program. Adoptee A said that nothing's change, but she became more determined and patient, Adoptee B said that yes, they both improve, Adoptee C said that he became active in the program, Adoptee D said that yes, by helping each other, Adoptee E said that he became patient and understanding and Adoptee F said that it made her score higher.

Lastly, item 8 revealed the suggestions that adoptee students give to further improve the program. Adoptee A suggested to have more socialization time by playing games together, Adoptee B suggested to have more activities that they can both enjoy doing in pairs, Adoptee C suggested to have interesting activities to know each other better, Adoptee D suggested that the program must have changing of partners every quarter, Adoptee E suggested to have more activities and Adoptee F suggested to continue the program and make it longer in scope.

The interview questions are constructed by the researcher following the interview guide approach (Patton, 2002). Moreover, the purpose of interviewing is to find out what is in and on someone else's mind. "We interview people to find out from them those things we can't observe" (Patton, 1987; 2002).

There are six types of questions (Patton, 1987; Merriam, 2009) to be employed during the interview process for case study research: (1) experience/behavior, (2) opinion/belief, (3) feeling, (4) knowledge, (5) sensory, and (6) background/demographic. Some of the item questions in the interview are considered by the researcher.

Table 3 on the succeeding page shows the students' response on the advantages and disadvantages of Adopt-A-Friend Program on students with failing grades. The response came from both adoptee and adopted students. Responses show that they can communicate to others, build friendships, share ideas, give chances to improve grades, improve performance in class, gaining new friends and becoming serious in studies are the advantages stated by the adopted students.

Improvement on academic and socialization skills serves as the main theme of the advantages presented by the adoptee on their structured interview.

Table 3. Response on the Advantages and Disadvantages of Adopt-a-Friend Program on students with failing grades.

	ADVANTAGES	DISADVANTAGES
Adopted		
A	Able to communicate to others	I get shy to my partner
B	Be build friendship, share ideas	Sometimes she's not serious to help me
C	Giving chances to improve grades	At first, they are choosy on their assigned partner
D	Improving my performance in class	Sometimes partner is getting mad with me
E	I got a new friend	Others are not cooperating with partners
F	Became serious in class	Others are always absent so they can't work with a partner
Adoptee		
A	Able to socialize	Having a partner that is hard to teach
B	Able to help those in need	Extra effort and patience
C	Able to improve our grades	Sometimes the adoptee feels intimidated/shy
D	Gain friends	It's tiring and sometimes stressful for both
E	Improve social and academic skills	Sometimes partners are demanding
F	Students with failing grade may pass the subject	When partners didn't like to cooperate

On the disadvantages, adopted students stated that they get shy to their partner, seriousness to help, choosy on assigned partner, adoptees getting mad on them, others are not cooperating, and others are always absent so they can't work with a partner.

Adoptees also gave responses. According to them adopted students are able to socialize, able to improve grades, gain friends, improve social and academic skills and students with failing grades may pass the subject are the advantages of the Adopt-a-Friend Program.

Adoptee students stated that a partner that is hard to teach, having extra effort and patience, sometimes the adoptee feels intimidated/shy, it's tiring and sometimes stressful, sometimes partners are demanding and when partners didn't like to cooperate are some of the disadvantages seen by them.

Table 4 on the succeeding page shows the researcher's observation on the behavior of the adopted before, during and after sessions of Adopt-a-Friend Program. Adopted A is a normal classmate, he's not close with his partner, during the activities, he is kind and cooperative on all the activities assigned to them and after the session, he became close with his partner, and he is having bonding with his partner even after class. There is really a big change in him socially and academically. Adopted B always approaches his partner first, they gradually laugh together, and they develop a better friendship in the end. As a result, he became friendly not just to his partner but also to his classmates. Adopted C always lends her materials to his partner before they start the paired activities. During sessions, the researcher observes him always asking questions about the lessons. After the session, the adopted friend goes back to his normal routine of being sleepy in class.

Table 4. Observation on the respondents' behavior before, during and after the session of Adopt-a-Friend Program

	BEFORE THE SESSION OF THE PROGRAM	DURING THE SESSION OF THE PROGRAM	AFTER THE SESSION OF THE PROGRAM
Adopted			
A	Normal classmate	Kind and cooperative	Became close with partner
B	Approach the partner first	They laugh together	Better friendship
C	Let borrow his materials	Always asking questions to partner	Back to normal routine
D	Naughty at first	Pay attention to partner	Teases the partner
E	Just sitting and not talking	Paying attention to what partner is saying	Become obedient and participative in class
F	Partner is just an ordinary classmate	Treats partner as his tutor	Treats partner as a close friend
Adoptee			
A	Serious and studious	Learn how to tell jokes	Become more friendly to others
B	Likes working alone	Learn to share her ideas to others	Helps partner even in other subjects
C	Not talking to his partner, feeling awkward	Let the partner sit with him	Talks and exchange ideas with partner
D	Treats the partner as enemy (cat and dog attitude)	Helps partner in solving task and other problems	Hangs out with partner and friends
E	Always remind adopted friend for the activity	Strict to her partner	Accomplished task together
F	Has low self-esteem, shy	Gradually opens self to others	Became friendly and learned to socialize

Adopted D is naughty at first before they were paired. But as the session progresses adopted D is starting to pay attention and listen to instruction given by his partner. After sessions he was seen teasing his partner and telling jokes to her—indications that they are already close friends. Adopted E is a bit reluctant to approach his partner. In fact, he is just sitting and not talking to her. Then after some sessions, he started to pay attention during the paired activities. Then he became obedient and participative in class. Adopted F treats his partner just an ordinary classmate before the program starts. Then upon knowing that they will do task together, he then treats his partner as a tutor knowing that needs to improve his grade. Then at the end, they treat him as a friend by sharing his materials and meals with his pair.

Table 4 also shows the researcher's observation on the behavior of the adoptee students before, during and after sessions of Adopt-a-Friend Program. Adoptee A being the top 1 in their class is very serious and studious. In fact, she I not talking to her pair. During each session, they were instructed to sit beside each other and discuss things together. Then she learns to tell jokes with her partner. Later on, she became more friendly to others.

Adoptee B also shows a change in behavior. At first, she doesn't want to be disturbed in class. She likes working alone. Then she learns to share her ideas to others. In fact, even after English class, she also helps her partner in other subjects. Adoptee C is not talking to his partner. He felt awkward to approach his adopted friend. When the activity required pairing, he is obliged to sit with her. Then they realized that they perform well when working together. Adoptee C already talks and discusses ideas with his adopted friend. Adoptee D is always tease with her assigned partner.

They were cat and dog at first. Then adoptee D and her partner became friends and helps him in doing tasks and solving problems. She and her partner hang out with their friends after class. Adoptee E is a bit strict to her partner. She always reminds him of schedules and other requirements in class. Then they enjoy working together as pairs. Adoptee F is a bit shy and admittedly has low self-esteem. When she was engaging in the program, she became more open and confident to share her thoughts and ideas. She is reciting already. Then she became friendly and able to socialize to others.

Direct observation was conducted in class. Recording of students' behavior before, during and after sessions of Adopt-a-Friend Program was done every Independent and Cooperative Learning sessions. According to Patton (2008), observation is one of the triangulation techniques done to arrive at a more valid study.

Summing up, the noted observation points out that there is a change in the behavior and attitude of students who acted as the adoptee and the adopted. This supports the results derived from the interview that respondents improve academically and socially. As stated on the works of Calderon (2016), observation enable the researcher to gather sufficient data to supplement or verify information gathered by other means.

CONCLUSIONS

Based from the results of the structured interview and journal entry, adoptee and adopted students in Adopt-A-Friend Program arrived at the same insights (they are included on the program because of their grades, the program is fair, they are happy on it, they are improving their performance, their partners are cooperative, they learn to socialize, gain life lessons, improve scores and suggested to have more activities on knowing each other).

Based on the response of the adoptee and adopted students, Adopt-A-Friend Program has some advantages and disadvantages too. Among the advantages are the improvement in the academic and social skills for both adoptee and adopted, gaining new friends, passing the subject and helping one another. On the other hand, the recorded disadvantages of the program are being choosy on the partner, others are too shy, demanding and did not like to cooperate.

Before Adopt-A-Friend Program has been implemented, adopted and adoptee students are observed to be reluctant to approach their partners for some reasons. During the ICL sessions, they gradually socialize with their pairs, ask questions, share thoughts and do activities together. After each session, they are observed to gain strong bond of friendship that they work in pairs even in other subjects. They even bond after class.

Adopt-A-Friend Program is a viable intervention program for students at-risk of failing English 10 because it promotes academic gains as well as social enhancement. Since it is easy to facilitate, it can be successfully implemented at the classroom level, school level, district level or even division level. Moreover, it could help teachers, with the support of the administrators to cope with problems of instructional contact time, curricular requirements and social engagement among learners.

Since the adoptees and the adopted students have positive feedback on Adopt-A-Friend Program collaborative learning is strengthened, independent and cooperative learning time is utilized. They can benefit from the program since it allows both to address a wide range of learning needs. If properly monitored and implemented, Adopt-A-Friend Program could be a potential means of improving teaching and learning process.

Future researchers may use different forms and ways on how to pair students when doing Peer-Assisted Learning (PAL). The developed intervention program may be adapted by other schools and may be applied in other subject areas needing remediation for students with failing grades/ at-risk. Furthermore, Adopt-A-Friend Program may be subjected to another study to test its effectiveness.

LIMITATION & FURTHER RESEARCH

The study was limited only to students with failing grades in English 10. The researchers suggested that further research shall be conducted considering a larger of respondents and variation of locale. The researchers further suggest that other variables may be taken into consideration to find other data not covered in the study.

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