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Bukambibig: Talahulugang Calauēños, Kagamitang Pantulong sa Pag-Aaral ng Filipino ng Piling Pangkat ng mga Mag-Aaral sa Ika-10 Baitang sa Dayap National High School-Main

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Abstract

Aim: This action research was conducted to determine the knowledge of the students using Bukambibig: Talahulugang Calauēños, a learning tool that consists of the words commonly used in the Municipality of Calauan, Laguna, Philippines.

Methodology: This was a descriptive research project involving 63 students. Pre- and post-assessment through Google Forms was used in this research to measure students' knowledge, as well as to gather students' reflections.

Results: The results showed that there were 40.87% correct answers from the pre-assessment and 74.83% correct answers from the post-assessment. Pre-assessment and post-assessment comparisons revealed that there is an increase of 10.19, or 33.97%, from the average scores. The results proved that there was an increased in students' vocabulary, specifically giving information to students who had no prior knowledge of the words commonly used in Calauan. The participants for this action research were limited to the students of blended classes: Grade 10-Euclid, which consisted of 25 students, and Grade 10-Acacia, with 38 students, for the school year 2020-2021.

Conclusion: With this research, the use of proposed indigenous learning material, such as Bukambibig: Talahulugang Calauēños, will help students widen their vocabulary while learning and preserving the culture and traditions of the Municipality of Calauan.

Keywords: Vocabulary, Bukambibig, Calauan, Filipino, Learning Tool, Intervention, Google Forms

INTRODUCTION

Every year at the beginning and the end of the school year, the Filipino Department always conducts assessments on the reading and comprehension skills of the students with the use of the Philippine Informal Reading Inventory (Phil-IRI). Every result featured a student who belongs to the frustration level due to a lack of comprehension, being unable to read, and having limited knowledge of the meaning of the words. Based on the research conducted by Nava et al. (2017), the Phil-IRI is a program first implemented in the school year 2011-2012 by the then Bureau of Elementary Education (now Bureau of Learning Delivery) of the Department of Education. It aims to determine the reading skills and difficulties of Filipino school children from Grades 3 to 5 (Dizon & Sanchez, 2020). The inventory consists of sixteen texts, eight in Filipino and eight in English, designed in keeping with the use of Filipino as a medium of instruction from Grade 3 onwards and English from Grade 4 onwards. The Phil-IRI Filipino Oral Reading Tests are conducted starting in Grade 3 since, in the new Language and Literacy Curriculum, Filipino literacy is introduced in the first semester of Grade 2; the Reading Tests in English are carried out starting in Grade 4 as English literacy is initiated in the second semester of Grade 2. Every result featured a student who belongs to the frustration level due to a lack of comprehension, being unable to read, and having limited knowledge of the meaning of the words. This initiative is important as it is consistent with the call of the Department of Education to evaluate the teaching and learning environment via various assessments (Muñoz & Sanchez, 2023; Sanchez & Sarmiento, 2020).

The word "bukambibig" refers to the common terms that residents of the Municipality of Calauan frequently use. The knowledge and information are carried over after the person who is familiar with the word and their



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meaning passes away. Because they do not usually hear or use the phrases in regular discussion or interpersonal interactions, this is why so many kids in today's classrooms are unfamiliar with them.

Bukambibig: Talahulugang Calauēños is a locally adapted learning resource that will aid students in their studies, particularly in Filipino subjects, to increase their vocabulary by teaching them terms that may appear to be unfamiliar to them but are actually unique to the Calauan language. Reading comprehension instruction enriched with cultural materials positively contributed to learners' vocabulary knowledge and attitudes towards English lessons (Habok, 2019).

Republic Act No. 10533, Section 5 (h) states that, "The curriculum shall be flexible enough to enable and empower schools to localize, indigenize, and enrich the same based on their individual, educational, and social settings". It serves as the foundation for the development of this content. Locally generated instructional materials should be developed and produced, and the regional and division education units should be responsible for approving them.

Most of the students came from various places, which is why the native languages of Calauan are not commonly heard by them because they use the languages from their places of origin. Since teachers are from Calauan and other adjoining areas, there are instances where their languages are not understood by the students. The Bukambibig: Talahulugang Calauēños will be the way for the teachers and students to understand each other while preserving the words that are gradually forgotten as time passes. This was supported by Republic Act No. 9155, where the policy and principle for the governance of basic education shall be translated into programs, projects, and services developed, adapted, and offered to fit local needs.

Objective

This study was conducted to determine the knowledge of the students using Bukambibig: Talahulugang Calauēños, a learning tool that consists of the words commonly used in the Municipality of Calauan, Laguna, Philippines. Specifically, it answered the following questions:

1. What is the student's prior knowledge about the Bukambibig: Talahulugang Calauēños?
2. How will this Bukambibig: Talahulugang Calauēños help students to increase their knowledge and understanding of the words and their meaning?
3. What are the reflections of the students in using the Bukambibig: Talahulugang Calauēños?

METHODS

Research Design

Descriptive research was used in gathering the necessary data for the conduct of this study because it focuses only to the students' prior knowledge and the ways to increase their knowledge and understanding of Bukambibig: Talahulugang Calauēños. According to The Association for Educational Communications and Technology (2021), descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic (Sanchez, 2023a).

This action research was conducted to same participants from pre-test to post-test to assess the knowledge of the students using Bukambibig: Talahulugang Calauēños. Based on the study made by Cañete (2022), a pre-test/post-test design is usually a quasi- experiment (participants are not randomly assigned) where participants are studied before and after the experimental manipulation. This is by far, the simplest the most common, and the most useful way of ensuring that an experiment has a strong level of internal validity.

To compare the students' prior knowledge to their learnings from the discussion of this localized teaching material, this study uses the pre-test/post-test design, wherein Tayyaba Gul Malik, et al. (2019) stated that it is more effective in achieving teaching goals in a lecture setting than the post-test-only design.

Population and Sampling

This study was conducted during the pandemic, wherein the students were not allowed to go to school for face-to-face classes. Based on the survey managed by the school, Dayap National High School—Main offered two different modalities for learning continuity for the students: modular distance learning (MDL) and blended distance



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learning (BDL). Since this research required the researchers to conduct discussions with the students, they selected the participants from the BDL Class.

This action research is limited only to the sixty-three (63) enrolled students of the two (2) blended classes of Grade 10: the section of 10-Euclid, which consists of 25 students, and the section of 10-Acacia, which includes 38 students, for the school year 2020-2021.

Instrument

Google forms used for pre-assessment and post-assessment contained thirty (30) items of different types of examination, such as multiple choice, matching type, picture identification, synonyms, context clues, and open-ended questions for the students' reflections. These were sent to the Google Classroom and assigned to the students. They were given access and ample time to answer.

Data Collection

The answers to the questions were interpreted using Google Forms, which measures the students' prior knowledge of the words included in Bukambibig: Talahulugang Calaeños during the pre-assessment phase. To further increase the knowledge of the students, there was one (1) quarter of discussions of the words and their meanings, followed by the post-assessment. The reflections of the students are determined through interviews, essays, and focus group discussions.

In gathering the appropriate data for the study, the students were asked to answer the thirty (30) questions assigned in Google forms and harvested the results of the pre-assessment and post-assessment, as well as the reflections of the students.

Ethical Consideration

The researchers followed the standard procedures for conducting action research. Before the researchers began, they sought the authorization of the school principal. Upon approval, they made a courtesy call to the advisers of the two blended sections. Then, they introduced the student participants to the plans and asked them to request the permission of their parents by signing the consent letter. The signed letter from the parents was submitted to the Google Classroom.

The Google forms used to get the students' information, like names, sections, and responses, are treated with the utmost confidentiality in accordance with the Data Privacy Act of 2012.

Data Analysis

Once data collection was completed, the analysis was conducted. The measurement of the central tendency of the points obtained was used in pre-assessment to determine the students' prior knowledge of the words and their meaning, and post-assessment was directed to determine the increase in the students' knowledge and understanding of the words and their meaning included in Bukambibig: Talahulugang Calaeños. An interview, essay, and focus group discussion were used to determine the students' reflections on using the localized dictionary.

RESULTS and DISCUSSION

Bukambibig: Talahulugang Calaeños is a locally relevant learning resource that will aid students in expanding their vocabulary. The terms listed in this dictionary were contributed by the inhabitants of Calauan's seventeen (17) barangays. Since we belong to a younger generation and the majority of the students have moved here from elsewhere than Laguna, they are not familiar with the terminologies that are frequently used in Calauan. It is one of the causes of misunderstandings and poor communication.

A pre-assessment was given to determine the students' prior knowledge of the selected words included in Bukambibig: Talahulugang Calaeños. It also served as the basis for comparison after the discussions of the words in the two (2) blended sections of Grade 10.

Questions determining the students' prior knowledge of the words included in Bukambibig: Talahulugang Calaeños was created using Google Form. The questionnaire consisted of 30 questions using different types of tests.



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Table 1. Number of Respondents for Pre-assessment

Grade and Section	Number of Students	Percentage
10-Acacia	30	55.6
10-Euclid	24	44.4
TOTAL	54	100

Table 1 shows that there are 54 respondents for the pre-assessment. They are 30 students, or 55.6%, from 10- Acacia, and 24 students, or 44.4%, from 10-Euclid. Some of the students were not able to answer the pre-assessment because of internet connectivity problems. Students were only given the specified time to answer the Google Form to attain the pre-assessment goals and objectives.

Table 2. Pre-assessment Results

CORRECT ANSWERS (%)	INCORRECT ANSWERS (%)	RANGE
40.87	59.13	5-20 Points

Table 2 displays the results from the pre-test, which show that 40.87% of the respondents got the correct answers while 59.13% answered incorrectly. The range of the scores covers 5–20 points. Most of the students who answered correctly are typically from Calauan.

The data above shows that most of the students do not know the words and/or their meanings. The results of the pre-assessment strengthen the fact that they have a little knowledge of the words included in Bukambibig.

Students were also asked if the Bukambibig: Talahulugang Calaeños would be useful in their studies of Filipino subjects. Below is the summary of the students' responses to the question.

Bilang isang mag-aaral sa Ika-10 Baitang, makatutulong ba sa iyong pag-aaral sa asignaturang Filipino ang paggamit ng Bukambibig: Talahulugang Calaeños? Ipaliwanag ang iyong kasagutan.

- Opo, sa paggamit ng Bukambibig: Talahulugang Calaeños mas madadagdagan ang aking kaalaman dahil maiintindihan ang kahulugan ng mga matatalinghagang salita o malalalim na salita na magagamit upang mahasa ang bokabularyo sa asignaturang Filipino, magiging pamilyar sa amin ang mga salitang hindi pa namin alam sa sinasabi ng mga Calaeños, at nakakaengganyong gamitin dahil naninirahan na rin ako sa kasalukuyan sa bayan ng Calauan.*
- Opo, may mga wika po tayong hindi natutunan na nakapaloob sa Bukambibig: Talahulugang Calaeños dahil marami pa ring mga matatandang guro, o lumaki sa bayan ng Calauan na kasalukuyang ginagamit ang mga salitang ito para makipag-communicate sa ibang Calaeños, at mas madali nang makakahalubilo sapagkat mas mabuting malaman namin ito kahit hindi po ako literal na tagadito.*
- Oo, dahil ang lenggwaheng Filipino ang pinakaunang lenggwahe ng Pilipinas. Maipakikita, malilinig, at matatangkil ang kultura natin at hindi malilimutan ng mga tao ang wikang Calaeños.*

Table 3. Number of Respondents for Post-assessment

Grade	Section	Number of Students	Percentage
10	Acacia	27	52.90
10	Euclid	24	47.10
TOTAL		51	100



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In Table 3, the results indicate that 52.90%, or 27 students, from 10-Acacia and 47.10%, or 24 students, from 10-Euclid responded to the post-assessment. The three (3) students encountered problems in connecting to the internet the reason why the number of participants decreases.

Students were given an allotted time to answer the Google Form to measure their learning during the discussions of the words included in Bukambibig: Talahulugang Calauēños.

Table 4. Post - Assessment Results

CORRECT ANSWERS (%)	INCORRECT ANSWERS (%)	RANGE
74.83	25.17	9-30 Points

Table 4 revealed the results of the post-assessment. The same questions from the pre-assessment, arranged in random numbering, were given for the post-assessment. The result shows that the scores of the students range from 9 to 30 points. Based on the data, 74.83% of students got the correct answers, while 25.17% of them answered incorrectly. The post-assessment results showed that the discussions of the words and their meanings included in Bukambibig: Talahulugang Calauēños broadened the respondents' vocabulary.

Students were also asked the same questions for their reflection. The data below shows a summary of students' answers.

Bilang isang mag-aaral sa Ika-10 Baitang, makatutulong ba sa iyong pag-aaral sa asignaturang Filipino ang paggamit ng Bukambibig: Talahulugang Calauēños? Ipaliwanag ang iyong kasagutan.

- Opo, sapagkat nadagdagan ang aking bokabularyo at lalalim pa ang pagkatuto dahil sa mga panibagong salita na aking natutunan.*
- Opo, dahil bilang relokatis ay magagamit ko ito sa magandang pakikipagkomunikasyon upang lalong maintindihan ang mga taong matagal ng nakatira sa bayang ito.*
- Opo, bilang isang mag-aaral na Calauēños na nasa ika-10 Baitang ay lubos itong nakatutulong sa akin lalong higit sa aking pag-aaral sa asignaturang Filipino sapagkat marami akong salita na hindi masyadong pamilyar ngunit nauunawaan ko dahil sa Bukambibig. Maipagmamalaki ko ito sa aking kaibigan sa ibang lugar ang mga katawagan sa iba't ibang mga bagay sa ating munting bayan. Maaari ko ding ibahagi sa ibang kabataan ang aking mga kaalamang nakalap sa ating ilang linggong talakayan ng Bukambibig: Talahulugang Calauēños kaya lubos akong nagpapasalamat na nagkaroon ang ating paaralan ng ganitong pananaliksik.*
- Bilang isang mag-aaral sa ika-10 Baitang, nararapat lamang na pag-aralan ang mga salitang ito nang sa gayon ay hindi mabalewala at makalimutan ang mga salitang ito sapagkat binibigyang buhay natin ito para sa kabataan sa hinaharap. Ito ang magpapanatili at magpapayabong sa Wikang Calauenos, kultura, tradisyon at kasaysayan ng ating lugar upang maipamana ito sa susunod pang mga henerasyon.*

Table 5. Comparison of the Number of Respondents for Pre-assessment and Post-assessment

Grade and Section	Pre-assessment	Post-assessment
10-Acacia	30	27
10-Euclid	24	24
TOTAL	54	51

Table 5 shows that there was almost the same number of respondents from pre-assessment to post-assessment. There is a difference of the numbers due to internet connectivity problems. The students cannot join in Google Classroom and open the Google Form.



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Table 6. Comparison of the Results of Pre-assessment and Post-assessment

Pre-assessment	Post-assessment	Significant Increase
12.26 or 40.87%	22.45 or 74.83%	10.19 or 33.97%

Table 6 illustrates a 12.26, or 40.87%, average from the pre-assessment, while there is a 22.45, or 74.83%, average from the post-assessment. The data shows that there is a significant increase of 10.19, or 33.97% of the average, from the pre-assessment to the post-assessment. The results have proven that the Bukambibig: Talahulugang Calauaños is a useful tool in increasing the students' vocabulary, specifically giving information to students who have no prior knowledge of the words commonly used in Calauan.

The significant increase on using Bukambibig: Talahulugang Calauaños was supported by the studies of Marticio (2022), Salendab (2021), Sanchez (2023b), and Sanchez, et al. (2022) that emphasized on the importance of interventions like the one in the present study.

The use of this localized instructional materials results in the high performance of learners. Lesson content and activities are gathered from the school and community, therefore, easily understood, improve skills and creativity as an innovation, and it allows to meet the learning needs and could also lead to career growth and development (Creus, 2019; Sanchez, 2022).

Conclusions

The general knowledge of the two blended sections of Grade 10 about the words included in Bukambibig: Talahulugang Calauaños had an increase of 33.97 % from pre-test to post-test through discussions, specifically by giving substantial information to students who have no prior knowledge of the words commonly used by the natives of Calauan.

Language is a vital part of human connection. It is very essential to the communication process. It allows us to share ideas, thoughts, and feelings with others. The same words may have different and negative meanings in the other places, but understanding the words and their meanings through the Bukambibig: Talahulugang Calauaños can lead to a better understanding of the people around Calauan.

The results of the comparison of pre-assessment and post-assessment have proven that Bukambibig: Talahulugang Calauaños is a valuable learning tool for increasing the students' vocabulary while preserving our rich culture and traditions.

Resource Persons from the Different Barangays of the Municipality of Calauan, Laguna, Philippines

BALAYHANGIN



REYNANTE S. ANINGALAN
HEAD TEACHER III
45 taong naninirahan sa Balayhangin



LORETA R. MORRIS
61 taong naninirahan sa Balayhangin



GIL C. LADRA
73 taong naninirahan sa Balayhangin



LAZARO M. BALILI
KAPTAN
48 taong naninirahan sa Balayhangin



ROLLY O. PAZ
61 taong naninirahan sa Balayhangin



ALEXIS F. FELIPE
Kagawad 50 taong naninirahan sa Balayhangin



MARIA LOURDES E. ALBAN
Brgy. Inang Yaman - 54 taong naninirahan sa Balayhangin



CARMEN A. MINA
55 taong naninirahan sa Balayhangin



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NINETA J. MUHI
21 taong naninirahan sa Balayhangin



YOLANDA M. ARQUIZA
66 taong naninirahan sa Balayhangin



MANUEL C. GATPOLITAN
40 taong naninirahan sa Balayhangin



ALFREDO C. GATPOLITAN
28 taong naninirahan sa Balayhangin



YOLANDA S. VELAASCO
53 taong naninirahan sa Balayhangin



VICTORINO S. ANINGALAN
53 taong naninirahan sa Balayhangin

BANGYAS



ERBALDO C. BAUTISTA
68 taong naninirahan sa Bangyas



NOMER D. RECOCO
KALIHIM ng BARANGA,
43 taong naninirahan sa Bangyas



LEONARDA ARBAN
78 taong naninirahan sa Bangyas



PUREZA DELA VEGA
63 taong naninirahan sa Bangyas



WINIFREDO O CARUZO
63 taong naninirahan sa Bangyas



ROBINSON PONTERES
52 taong naninirahan sa Bangyas



AMPARO PANGILINAN
62 taong naninirahan sa Bangyas



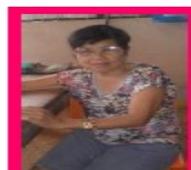
EREN LORETIZO
67 taong naninirahan sa Bangyas



APOLONIO PONTEREZ
69 taong naninirahan sa Bangyas



DOMINGA URBENA
69 taong naninirahan sa Bangyas



AMPARO PANGILINAN
62 taong naninirahan sa Bangyas



EREN LORETIZO
67 taong naninirahan sa Bangyas



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NARCISCO B. BORDOÑOS
KONSEJAL
68 taong naninirahan sa Bangyas

REYNALDO M. ARBAN
KONSEJAL
37 taong naninirahan sa Bangyas



DIGNA M. CATINDIG
61 taong naninirahan sa Bangyas

VIVENCIA D. ALCANTARA
59 taong naninirahan sa Bangyas

LEONARDO S. DELA CUEVA
77 taong naninirahan sa Bangyas

SERGIO D. DELA CUEVA
50 taong naninirahan sa Bangyas



HONORIO M. SUAREZ
57 taong naninirahan sa Bangyas

DAYAP



CORAZON R. CORPUZ
77 taong naninirahan sa Dayap

NELLA V. ZARATE
Taong naninirahan sa Dayap

TORIBIO H. MOLINA
Taong naninirahan sa Dayap

BEN A. CELINO
Taong naninirahan sa Dayap



RENATO S. ARCETA
45 taong naninirahan sa Dayap

TERESITA B. SOLMERANO
45 taong naninirahan sa Dayap

RUFINO M. MALABAYOC
75 taong naninirahan sa Dayap

LEONILA J. MALABAYOC
73 taong naninirahan sa Dayap



EDNA S. HERNANDEZ
51 taong naninirahan sa Dayap

FERNANDO S. HERNANDEZ
51 taong naninirahan sa Dayap

FLORENCIA C. HERNANDEZ
68 taong naninirahan sa Dayap

DELFINA H. SAAVEDRA
74 taong naninirahan sa Dayap



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69 taong naninirahan sa Dugay



WILFREDO C. GARANGA
63 taong naninirahan sa Dugay



ESTILISA M. REDERA
59 taong naninirahan sa Dugay



MYLO S. REDERA
48 taong naninirahan sa Dugay



FELIPA S. BAYNA
42 taong naninirahan sa Dugay



HERMENIA H. MARQUEZ
64 taong naninirahan sa Dugay



IRINEA H. HERNANDEZ
72 taong naninirahan sa Dugay



JOCELYN L. CARINCA
34 taong naninirahan sa Dugay



JANE P. MAGDATO
37 taong naninirahan sa Haggan



PEDRO G. AFALIA
RETRADONG GIRO
69 taong naninirahan sa Haggan



RUBEN D. MAGDATO
BANTAY BAYAN
58 taong naninirahan sa Haggan



MARCELINA C. MANDIGMA
55 taong naninirahan sa Haggan



ANTHONY AFALIA
KONSEHAL
42 taong naninirahan sa Haggan



JESUS B. RUIN
32 taong naninirahan sa Haggan



NIVELITA A. MANDIGMA
73 taong naninirahan sa Haggan



BERNARDO D. MANDIGMA
78 taong naninirahan sa Haggan



SALOME D. AFALIA
BHW
55 taong naninirahan sa Bangyas



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IMOK



FRANCISCO A. COSICO
60 taong naninirahan sa Imok



ALEJANDRO V. BRIÑAS
43 taong naninirahan sa Imok



PRICILLA S. VELASCO
60 taong naninirahan sa Imok



FLORAA. COSICO
66 taong naninirahan sa Imok



HOLLY MARIE D. DALISAY
45 taong naninirahan sa Imok



NANCY M. BANAYO
45 taong naninirahan sa Imok



AVELINA D. ALCANTARA
55 taong naninirahan sa Imok



ESTRILITA A. ALCANTARA
53 taong naninirahan sa Imok

KANLURAN



CHUCK L. CASTILLA
GURO
40 taong naninirahan sa Kanluran



MONA LIZA G. REYES
12 taong naninirahan sa Kanluran



PATRINO T. GARCIA
Bantay Bayan
69 taong naninirahan sa Kanluran



EDUARDO C. JUBAI
Bantay Bayan
64 taong naninirahan sa Kanluran



CORENTINO N. ESTRELLA
Ingat Yaman ng Barangay
52 taong naninirahan sa Kanluran



AMADOR C. SUAZO
Brgy. Record Keeper
56 taong naninirahan sa Kanluran



ZENAIDA I. CAPIO
Retiradong Guro
Senior Citizens President
12 taong naninirahan sa Kanluran



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LAMOT I



NESTOR O. OCAMPO
KAPTAN
54 taong naninirahan sa Lamot I



SEBASTIAN D. MALVEDA
75 taong naninirahan sa Lamot I



FILOMENA C. CORALES
47 taong naninirahan sa Lamot I



THELMA O. REYES
65 taong naninirahan sa Lamot I



FLORENCIA C. CARTA
66 taong naninirahan sa Lamot I



GREGORIO M. OCAMPO
63 taong naninirahan sa Lamot I



LORENZA EXCONDE ESPINOSA
62 taong naninirahan sa Lamot I



LEONORA E. DALA ESPINOSA
66 taong naninirahan sa Lamot I



ALFREDO E. MALVEDA
57 taong naninirahan sa Lamot I

LAMOT II



SALVADOR L. LATAYAN
80 taong naninirahan sa Lamot II



ROSA V. LATAYAN
79 taong naninirahan sa Lamot II



CRISTETA M. VERGARA
50 taong naninirahan sa Lamot II



WHILMA B. BARBE
Guro-49 taong naninirahan sa Lamot II



LEONILA C. ALCANTARA
Guro-40 taong naninirahan sa Lamot II



FEDERICO R. LATAYAN
Bantay Bayan -75 taong naninirahan sa Lamot II



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LIMAO



EDGARDO P. SANCHEZ
KAPITAN
29 taong naninirahan sa Limao



ROMEO J. ALVAREZ
KONSULHALL
29 taong naninirahan sa Limao



LORENZO B. BARIA
KALIBRI NG B. ARANGAY
29 taong naninirahan sa Limao



AMANDA U. CORTEZ
BHW
29 taong naninirahan sa Limao



TERESITA C. PESALOSA
GURU SA DAYCARE
29 taong naninirahan sa Limao



EMELIA L. VERGARA
79 taong naninirahan sa Limao



NEMA B. ONGKLATKO
ELEMENTARY SCHOOL
HEAD NG LIMAO



EDUARDO M. MAGPANTAY
25 taong naninirahan sa Limao



ANATOLIO B. PUNZALAN
25 taong naninirahan sa Limao



RUBEN C. GONZALES
BANTAY BAYAN
69 taong naninirahan sa Limao



MARIAE BELLO
PANGULO NG SENIOR
CITIZEN CHAPTER
79 taong naninirahan sa Limao

MABACAN



AURILIO REYES
54 taong naninirahan sa Mabacan



IRENE R. REYES
41 taong naninirahan sa Mabacan



FLORENCIA N. LAZAGA
80 taong naninirahan sa Mabacan



PRINSISCA AQUINO
93 taong naninirahan sa Mabacan



IRENEO R. BANAAG
49 taong naninirahan sa Mabacan



ESPERIDION N. LAZAGA
63 taong naninirahan sa Mabacan



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MASIIT



NIMESIO D. MILLAR
Kagawad- 50 taong naninirahan sa Masiit



GUILLERMO C. TICZON
61 taong naninirahan sa Masiit



ESPERANZA B. VILLAMIN
Kagawad- 59 taong naninirahan sa Masiit



ALFREDO R. VELASCO
60 taong naninirahan sa Masiit



ADELAIDA M. VELASCO
62 taong naninirahan sa Masiit



ROBERTO L. SUMERA
60 taong naninirahan sa Masiit



GILBERT L. AQUINO
48 taong naninirahan sa Masiit



NONILON M. VELASCO
51 taong naninirahan sa Masiit



MARIO A. APRICIO
45 taong naninirahan sa Masiit



HONORIA R. ZARATE
62 taong naninirahan sa Masiit





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PALIPARAN



FORTUNATO TRESBALIAS
67 taong naninirahan sa
Paliparan



BEATRICE TRESBALIAS
63 taong naninirahan sa
Paliparan



DOLORES LEUS
63 taong naninirahan
sa Paliparan
naninirahan

PEREZ



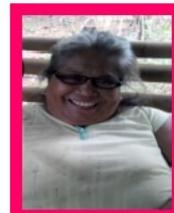
MARIO GALLOJONES
59 taong naninirahan Perez



MAURA VERGARA
86 taong naninirahan sa
Perez



SONYA R. PILYIHERA
77 taong naninirahan sa
Perez



ADELINA H. DELAS ALAS
64 taong naninirahan sa Perez



JERKIE G. TERPINAN
45 taong naninirahan sa
Perez



VIRGINIA C. LEVISTE
60 taong naninirahan sa
Perez



TERESITA G. MORADA
50 taong naninirahan sa
Perez



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PRINZA



LEANDRO A. LIBED
52 taong naninirahan sa Prinza



JULIET M. LIBED KAPTEANA
25 taong naninirahan sa Prinza



MILAGROS C. DIMEN
46 taong naninirahan sa Prinza



MERLITA L. BARORO
58 taong naninirahan sa Prinza



WENEFREDO N. MARZO
57 taong naninirahan sa Prinza



SIMEONA E. ATIENZA
58 taong naninirahan sa Prinza



BONIFACIA C. CORCEGA
54 taong naninirahan sa Prinza



REMEDIOS F. PLATREG
54 taong naninirahan sa Prinza



JULIO AT LOURDES SOLIS 64 at 62 taong naninirahan sa Prinza



NERIE E. SEMERA
63 taong naninirahan sa Prinza



VICTORINA V. PAGTUGA
63 taong naninirahan sa Prinza



VICENTE T. COMIA
50 taong naninirahan sa Prinza

SAN ISIDRO



NARCISO R. DELGADO KAPITAN
taong naninirahan sa San Isidro



CARMEN A. MAGNAYE
69 taong naninirahan sa San Isidro



JOSEFINA A. GAPAZ
65 taong naninirahan sa San Isidro



SERAFIN R. RAMIREZ KONSEHAL
56 taong naninirahan sa San Isidro



AGATON M. NASAYAO
60 taong naninirahan sa San Isidro



CONCHITA M. DELOS REYES
70 taong naninirahan sa San Isidro



LUZ M. MENDOZA
76 taong naninirahan sa San Isidro



NICASIO R. RAMIREZ KONSEHAL
56 taong naninirahan sa San Isidro



LEONARDO T. CANARGO KONSEHAL
58 taong naninirahan sa San Isidro



OFELIA D. AQUINO
57 taong naninirahan sa San Isidro



JOSE A. LARONA BANTAY BANTAY
44 taong naninirahan sa San Isidro



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SILANGAN



HERNANI D. VILLENA
 65 taong naninirahan sa Silangan



APOLONIO B. PELAEZ
 52 taong naninirahan sa Silangan



ELEONOR A. VELICINA
 KONSEHAL
 58 taong naninirahan sa Silangan



ANALIZA L. MANABAT
 KALIHIM NG BARANGAY
 51 taong naninirahan sa Silangan



REYNALDO E. MANABAT
 57 taong naninirahan sa Silangan



EDISON R. BELO
 54 taong naninirahan sa Silangan



ZENAIDA E. HILARIO
 RETIRADONG GURO
 40 taong naninirahan sa Silangan



FLORENCIA F. ANGELES
 RETIRADONG PUNONGGURO
 81 taong naninirahan sa Silangan

STO. TOMAS



JESUS SADSAD
 69 taong naninirahan sa Santo Tomas



CARING C. DIATA
 59 taong naninirahan sa Santo Tomas



NATIVIDAD C. CRINGAL
 72 taong naninirahan sa Santo Tomas



REMEDIOS A. MARIKIT
 78 taong naninirahan sa Santo Tomas



OLIVA B. MARIKIT
 75 taong naninirahan sa Santo Tomas



JUANITA A. ORTIZ
 29 taong naninirahan sa Santo Tomas



INOCENCIO B. SALOMORIN
 29 taong naninirahan sa Santo Tomas



PATRICIA A. DELOS REYES
 31 taong naninirahan sa Santo Tomas



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