

The developed mediated alternative material in English 9

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Abstract

This study aimed to develop and validate a researcher-made mediated alternative material in English 9 based on the Most Essential Learning Competencies (MELCs) for the first quarter of the school year 2020-2021. This was evaluated and validated by the English 9 teachers, Head teachers, and Master teachers at the selected High Schools in the City Schools Division of Cabuyao. Both descriptive-experimental methods of research were utilized to describe and evaluate the level of validity and acceptability of the material. And to determine its effectiveness, pre and post-tests were administered to Control and Experimental groups of grade 9 learner-respondents. The researcher utilized a standardized questionnaire as an instrument of the study and as statistical treatment, four-point Likert scale, simple mean, t-test, and ANOVA were used. The results revealed a “Highly Valid” (HV) on the material’s level of validity in terms of objectives, directions, practical exercises, and topics. Likewise, "Very Acceptable" (VA) on the level of acceptability in terms of clarity, usefulness, presentation, and suitability. There was no significant difference among the assessments of the expert-respondents both in terms of acceptability and validity of the developed material. With regard to the material’s effectiveness, there was a significant difference between the control and experimental groups' mean scores on the post-test. This implied that the experimental group attained better performance than the control group. The developed material contributed to the improvement of the academic performance of learners. Thus, considered effective and acceptable for use as an intervention material to help master the learning competencies.

Keywords: English 9, development, validation, mediated alternative material, most essential learning competencies

The developed mediated alternative material in English 9

1. Introduction

The greatest gift any country in the world can leave to its children and its people is quality education – the bedrock for national development. As much as everybody acknowledges the urgency of building infrastructures, the global experience is unassailable: if people lack the education to manage such facilities, they will not last. Quality education is nationally relevant and globally competitive, presents the learner with diverse opportunities to develop and demonstrate leadership skills. Its goal is to transform the learner, who establishes new knowledge, skills, and attitudes in readiness to serve humankind which includes a passion for learning and the profession, proficiency in oral and written communication, critical thinking, reasoning, the ability to search and use information, knowledge critically, and scientific process with attendant skills in quantitative reasoning, and the ability to use technology as an effective tool in all of these processes (Daily Observer, 2014). Achieving quality education requires theoretical and experiential learning. Only a roster of faculty with integrity, qualified in their disciplines, and committed to the learner can deliver. And lastly, quality education must include continuous assessment and quality assurance, with the result being used for constant improvement.

The quest for transformation in improving quality education has also been the goal of the Department of Education. However, despite engaging in different avenues like innovations, continuous improvement programs or projects, meaningful learning opportunities, seminars, and training workshops, such activities were still insufficient to reach the end goal. The outcomes of international and national students' assessments proved the failure to achieve the said goal. The 2018 Program for International Student Assessment (PISA) results in December 2019 showed that the Philippines ranked the lowest in Reading Comprehension and the second-lowest in Science and Mathematics among the seventy-nine (79) participating countries. Other test results that proved that English learning is deteriorating were the 2016 and 2017 NAT (National Achievement Test) which obtained the mean percentage scores (MPS) of 54.70 and 55.38, respectively. Among the eight (8) subjects, English ranked the lowest for both the school years 2015- 2016 and 2016-2017.

Because of these issues, the Department of Education, particularly in the Division of Cabuyao City, in its eternal commitment to promoting quality education for life, harnesses meaningful innovations in the learning process. Different assessments and strategies are applied to make the learning process more enjoyable and more meaningful. Conducting seminar workshops to develop contextualized and localized instructional/ intervention or mediated alternative material by identifying the most common least learned competencies in English from the school years 2016 up to the present has already been employed to encourage English teachers to cope with these difficulties. The teachers then are tasked to respond to these needs to increase further the learners' input of knowledge on the least mastered competencies.

In response to the identified problems, the teachers' role is to employ various teaching strategies, carefully choose meaningful learning experiences, cater to every learner's needs, and use mediated alternative materials for effective learning. These are the reasons why the researcher finally decided to develop a mediated alternative material in English 9 based on the most essential learning competencies in the first grading period and validated for its effectiveness for the learners of Pulo National High School.

2. Methodology

This research dealt with the development and validation of a mediated alternative material based on the Most Essential Learning Competencies (MELCs) in the first grading period for the academic school year 2020-2021. The researcher employed both descriptive-experimental methods of research. The descriptive design was used to assess the validity and acceptability of the mediated alternative material for grade 9 learners as

evaluated by the grade 9 English teachers, head teachers, and master teachers at the selected schools in the division City of Cabuyao. Furthermore, the experimental design was also utilized for it assessed the material's effectiveness. Pre-test and post-test were administered to the two groups of learner-respondents - the control and experimental groups - before and after the implementation of the material to determine if there was a significant difference in their academic performances.

Before using the material to the target learners, this underwent the ADDIE procedure to ensure the reliability of the material. To evaluate the material's validity and acceptability, a standardized evaluation checklist was provided while pre-post tests were used to determine its effectiveness. The researcher used the purposive sampling technique in the selection of the three (3) groups of expert respondents. They comprised of (3) Head teachers, three (3) Master teachers, and four (4) grade 9 English teachers from the different Junior High Schools in the Division City Schools of Cabuyao who are responsible for evaluating the acceptability and validity of the material and to determine its effectiveness, two (2) sections of grade 9 learners from the online delivery learning labeled as Control group with forty (40) and Experimental group with forty-two (42) learners were utilized. For the collection of data, the researcher began the task by securing the approval of the City Schools Division of Cabuyao before disseminating the standardized survey questionnaires to the respondents. Thereafter, the researcher gathered the data through google forms, tallied, and organized them, and sent these to the statistician for the data treatment.

The following were the statistical treatments applied to the study: a four-point Likert Scale was used to determine the level of validity and acceptability of the developed mediated alternative material in English 9. Descriptive statistics like the percentages, mean, and standard deviations were used in analyzing the evaluation ratings of the experts and for the pre-test and post-test scores that were obtained by the learner-respondents. ANOVA was performed to compare the assessment ratings of the three groups of expert-respondents: head teachers, master teachers, and Grade 9 teachers, both on the level of acceptability and validity of the developed material. And the T-test, set at 0.05 level of significance to validate the effectiveness of the material; and the pre-test results were compared statistically with the post-test results to find out whether the learners who were exposed to the mediated alternative material performed better than those who did not use the material.

3. Results and discussion

The following presentations are the summarized data findings in tabular forms, their analyses, and interpretations in line with the Statement of Objectives. The results of the assessments revealed that the developed mediated alternative material, as an instructional material, had a high impact on the academic performances of the students.

Statement of Objective 1: Establishing a K to 12 curriculum-aligned English mediated alternative material for grade nine (9) learners.

A K to 12 curriculum-aligned English mediated alternative material for grade nine (9) learners was developed based on the Most Essential Learning Competencies (MELCs) in the first grading period. It was especially designed to ensure the quality of teaching and learning in the New Normal delivery system. This exposed the learners to different learning tasks and experiences that helped promote growth and mastery of the most essential learning competencies. This Mediated Alternative Material was comprised of eight (8) parts: Learning Content, Most Essential Learning Competencies, Guide Card, Activity Card, Assessment Card, Enrichment Card, Reference Card and Progress Card.

The Learning Content and the Most Essential Learning Competency include the topic and the focus skills that need to be mastered. Guide Card presents the big picture or overview of the lesson and the language in focus. Moreover, activity card defines the learning tasks to develop the skill/s. This provides learners enough practice to help them perform the skill/s automatically. While the assessment card helps measure their mastery level of the skill upon completion of the tasks. The result of the assessment identifies the knowledge and skills that may need

to enhance or develop further. The enrichment card on the other hand, extends learning through the additional exercises for further application of knowledge and gives them opportunity to apply learned concept in a new context. The reference card provides the list of resources for further reading. Lastly, the progress card indicates their scores and reflections about the lesson. These learning activities were carefully crafted by the researcher, assessed the validity and acceptability by the expert-respondents and tested its effectiveness to the grade 9 learner-respondents.

Statement of Purpose 2. Determining the level of validity of the developed mediated alternative material based on the assessments of the English teachers, master teachers, and head teachers in terms of objectives, directions, topics, and practical exercises

Table 1.1 showed the level of validity of the developed mediated alternative material in English 9 based on the assessments of English teachers, Master teachers, and Head teachers in terms of *Objectives*.

Table 1.1

Level of validity of developed mediated alternative material in English 9 in terms of objectives

Indicators in terms of objectives	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Relevant to the topics in Grade 9	4.00	HV	4.00	HV	4.00	HV	4.00	HV
2. Specific and clearly stated	4.00	HV	4.00	HV	4.00	HV	4.00	HV
3. Measurable, attainable, and result-oriented	4.00	HV	4.00	HV	4.00	HV	4.00	HV
4. Well-planned, formulated, and organized	4.00	HV	4.00	HV	4.00	HV	4.00	HV
5. Time-bounded	4.00	HV	4.00	HV	4.00	HV	4.00	HV
General Assessment	4.00	HV	4.00	HV	4.00	HV	4.00	HV

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results imply that the objectives of the developed mediated alternative material are relevant (topics are focused on the Most Essential Learning Competencies); specific and clearly stated (the language used is simple that suit the level of understanding of learners); measurable, attainable, and result-oriented (the outcomes are perceptible, the objectives are achievable and the focus of the goals are on the learning tasks); and time- bounded (the objectives may be realized in the first grading period following the specified Budget Of Work (BOW) stipulated in the MELC PIVOT 4A). These materials are indeed helpful for the teachers, especially in the new normal set up to achieve the K to 12 Program's objectives as indicated in the Most Essential Learning Competencies in PIVOT 4A.

Table 1.2 illustrated the level of validity of the developed mediated alternative material in English for grade 9 based on the assessments of English teachers, Master teachers and Head teachers in terms of *Directions*.

Table 1.2

Level of validity of the developed mediated alternative material in terms of directions

Indicators in terms of directions	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Simple and clear	4.00	HV	4.00	HV	4.00	HV	4.00	HV
2. Easy to follow	4.00	HV	4.00	HV	4.00	HV	4.00	HV
3. Properly sequenced	4.00	HV	4.00	HV	4.00	HV	4.00	HV
4. Can be done independently	4.00	HV	4.00	HV	4.00	HV	4.00	HV
General Assessment	4.00	HV	4.00	HV	4.00	HV	4.00	HV

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results infer that the developed mediated alternative material is simple and clear, and easy to follow (the instructions are self-explanatory, and students can accomplish without the teacher's further explanation). It is also correctly sequenced (the learning activities are arranged from easy to complex). Moreover, it can be done

independently (the teacher is only a facilitator, and the students only need to be assisted). Bunagan (as cited in Armeza et al., 2018) supported this as he noted that instructional material as an intervention material is prepared to help students to master competency- based skills, which were not developed during regular classroom discussions. It consists of both learning strategies (for students) and content enhancement (for teachers). It is a multifaceted approach to help students become independent and successful learners. Table 1.3 revealed the level of validity of the developed mediated alternative material in English for grade 9 based on the assessments of English teachers, Master teachers, and Head teachers in terms of Topics.

Table 1.3

Level of validity of the developed mediated alternative material in terms of topics

Indicators in terms of topics	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Sequenced according to the most essential learning competencies	4.00	HV	4.00	HV	4.00	HV	4.00	HV
2. Logically presented	4.00	HV	4.00	HV	4.00	HV	4.00	HV
3. Address the learners' needs	4.00	HV	4.00	HV	4.00	HV	4.00	HV
4. With background and concepts	4.00	HV	4.00	HV	4.00	HV	4.00	HV
General Assessment	4.00	HV	4.00	HV	4.00	HV	4.00	HV

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results denote that the topics in the developed mediated alternative material are sequenced according to the Most Essential Learning Competencies (MELCs), logically presented, address the learners' needs, and with background and concepts. In relation to this, Saclao (2016) emphasized some reminders in designing an intervention material: the need to determine the learning competencies that should be developed, and teachers need to be aware of the concepts and deep surface approaches to learning. Incorporating all these presents and reinforces teaching. While, Table 1.4 presented the level of validity of the developed mediated alternative material in English for grade 9 based on the assessments of English teachers, Master teachers, and Head teachers in terms of Practical Exercises.

Table 1.4

Level of validity of the developed mediated alternative material in terms of practical exercises

Indicators in terms of practical exercise	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. In consonance with the objectives	4.00	HV	4.00	HV	4.00	HV	4.00	HV
2. Appropriate to learners' abilities	4.00	HV	4.00	HV	4.00	HV	4.00	HV
3. Adequate to enhance learners' comprehension and reading skills	4.00	HV	4.00	HV	4.00	HV	4.00	HV
4. Sufficient to determine the mastery level of learners	4.00	HV	4.00	HV	4.00	HV	4.00	HV
5. Stimulate higher order thinking skills	4.00	HV	4.00	HV	3.67	HV	3.93	HV
General Assessment	4.00	HV	4.00	HV	3.89	HV	3.98	HV

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results suggest that the practical exercises in the developed mediated alternative material are relevant to the objectives, appropriate to learners' abilities, adequate to learners' language and skills, sufficient enough to determine the mastery level of learners, and enhance learners' comprehension and reading skill. To support, Dahar (as cited in Pratamana, 2019) stated that instructional materials play a very important role in the teaching-learning process. It improves the memory level of the students and makes the teaching-learning process interesting.

Statement of Objective 3. Determining the level of acceptability of the developed mediated alternative material based on the assessments of the English teachers, master teachers, and head teachers in terms of clarity,

usefulness, presentation, and suitability?

Table 2.1 indicated the level of acceptability of the developed mediated alternative material in English for Grade 9 based on the assessments of English teachers, Master teachers, and Head teachers in terms of *clarity*.

Table 2.1

Level of acceptability of the developed mediated alternative material in terms of clarity

Indicators in terms of clarity	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Information is clear and simple	4.00	VA	4.00	VA	4.00	VA	4.00	VA
2. Language used is clear and easy to understand	4.00	VA	4.00	VA	4.00	VA	4.00	VA
3. The concepts for each activity are re-arranged logically and ensure that there is no duplication	4.00	VA	4.00	VA	4.00	VA	4.00	VA
4. Information suits learners' interest	4.00	VA	4.00	VA	4.00	VA	4.00	VA
General Assessment	4.00	VA	4.00	VA	4.00	VA	4.00	VA

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results reveal that the developed mediated alternative material showed the information therein is clear and simple. The language used is clear and easy to understand and tailored to learners' interest, and the concepts for each activity are re-arranged logically and ensured no duplication. As an instructional package, a module that deals with a single conceptual unit as a subject matter, is designed to individualize learning that allows pupils to proceed to the next lesson after mastering the previous unit. The concepts give insights and ideas on what the activity is all about. The directions are simple, straightforward, and easy to follow. The given exercises are appropriate to student's abilities. The reflection motivates students to express their learning experiences, and topics are logically presented. The acceptability level includes Clarity, Usefulness, presentations, and suitability (Adora, as cited in Fulgencio, 2017).

Table 2.2 exemplified the level of acceptability of the developed mediated alternative material in English for grade 9 based on English teachers, Master teachers, and Head teachers in terms Usefulness.

Table 2.2

Level of acceptability of the developed mediated alternative material in terms of usefulness

Indicators in terms of clarity	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. The material prepares the learners to think logically and critically.	4.00	VA	3.67	VA	4.00	VA	3.89	VA
2. The concepts in the material are simple and comprehensible.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
3. The material helps the students master the topics at their own pace.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
4. The material provides opportunity for the development.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
5. The learning contents provide adequate information on the topics presented.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
6. The material motivates learners to become actively involved in the learning activities.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
7. The material stimulates the learners to intellectual activities which help them master the least learned competencies.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
8. The activities seek to relate new concepts from previous learning.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
General Assessment	4.00	VA	3.96	VA	4.00	VA	3.99	VA

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results reveal that the three expert-respondents have almost the same perception about the cited variables generally Very Acceptable in this study. This connotes that the developed alternative material provides the learners meaningful opportunities and experiences for them to think logically and critically. Also, the material can be used to help students master the most essential learning competencies. The present study is similar to Keller's Individualized Instruction Model (Instructional Design Models and Theories, as cited in Pappas, 2014). Individualized instruction is an instructional method tailored to fit the educational needs and skills of an individual learner. It involves changing the pace the information is delivered, how the content is offered, and the materials distributed. Furthermore, learners are provided with in-depth and practical educational materials, such as interactive media or textbooks. Lecture time and presentations are usually kept to a minimum, and learners are encouraged to review, research, and learn the materials independently. This way, it allows each learner to acquire knowledge at his/her own pace and is particularly useful in classrooms with a high learner-to-teacher ratio.

Table 2.3 displayed the level of acceptability of the developed mediated alternative material in English for grade 9 based on the assessments of English teachers, Master teachers, and Head teachers in terms of Presentation.

Table 2.3

Level of acceptability of the developed mediated alternative material in terms of presentation

Indicators in terms of presentation	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Topics are presented in logical and sequential order.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
2. The direction is concise, readable, and easy to follow.	4.00	VA	4.00	VA	4.00	VA	4.00	VA
3. The topics fit the learners' needs.	4.00	VA	3.67	VA	4.00	VA	3.89	VA
4. The presentation of each lesson is attractive and interesting	4.00	VA	4.00	VA	4.00	VA	4.00	VA
General Assessment	4.00	VA	3.92	VA	4.00	VA	3.97	VA

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

The results suggest that the developed alternative material employs smooth and organized presentation of the activities or lessons based on the Most Essential Learning Competencies (MELCs). These are carefully crafted to appear attractive and interesting to drive every learner to be engaged and focused on the activities. Furthermore, the activities in the material fit the learner's needs and would be of great help in understanding of the lesson. Lastly, the directions are straightforward and easy to follow that helps every student to work independently. To support this, Bone (as cited in Cortez, 2016), pointed out that teachers use instructional or intervention materials to facilitate effective teaching and better-quality learning by students. These are created to suit the different learners' interests and levels of understanding.

Table 2.4 exhibited the level of acceptability of the developed mediated alternative material in English for grade 9 based on the assessments of English 9 teachers, Master teachers, and Head teachers in terms of Suitability. The results mean that the learning activities included in the developed mediated alternative material are suitable to the target learners. The activities are very timely and relevant that expose the learners to situations like in this time of pandemic. Likewise, activities of the materials are aligned to the subject matter, interesting, self-motivating, and caters to the different learning needs of the learners and can be used in the different learning modalities: online, blended, and modular.

According to Jody (as cited in Armeza, Alaska, & Echanes, 2018) in his website article entitled "How to Develop a Strategic Intervention Material," to stimulate the activity of the learners and thereby increase their level of understanding, it should contain the following parts: guide card, activity card, assessment card,

enrichment card, and reference card.

Table 2.4

Level of acceptability of the developed mediated alternative material in terms of suitability

Indicators in terms of suitability	English Teacher		Master Teacher		Head Teacher		Composite Mean	
	M	VI	M	VI	M	VI	M	VI
1. Activities consider the varying attitudes and capabilities of the learner	3.75	VA	3.67	VA	4.00	VA	3.81	VA
2. Activities are appropriate to the subject matter.	4.00	VA	3.67	VA	4.00	VA	3.89	VA
3. Activities are relevant, interesting, and self-motivating to the learners	4.00	VA	3.33	VA	4.00	VA	3.78	VA
4. Enrichment activities cater the different learning needs of learners.	4.00	VA	3.67	VA	4.00	VA	3.89	VA
5. Language of the program is within the vocabulary range of the learners	4.00	VA	3.33	VA	4.00	VA	3.78	VA
General Assessment	3.95	VA	3.53	VA	4.00	VA	3.83	VA

Legends: 3.25 – 4.00 Highly Valid (HV), 1.75 – 2.49 Slightly Valid (SV), 2.50 – 3.24 Valid (V), and 1.00 – 1.74 Not Valid (NV).

Statement of Objective 4. Determining the significant difference among the assessments of the three groups of respondents on the level of acceptability of the developed mediated alternative material in English 9.

Table 3 illustrated the test of significant difference among the assessments of the three groups of respondents on the level of acceptability of the developed mediated alternative material in English 9.

Table 3

Test of difference of the three groups in terms of clarity, usefulness, presentation, and suitability

	Sum of squares	Df	Mean square	F Ratio	Sig.	Decision	Remarks
Clarity	.000	2	.000			Accept H _o	Not Significant
Between Groups	.000	7	.000				
Within Group	.000	9					
Total							
Usefulness	.002	2	.001	.700	.528	Accept H _o	Not Significant
Between Groups	.011	7	.002				
Within Groups	.013	9					
Total							
Presentation	.009	2	.005	.700	.528	Accept H _o	Not Significant
Between Groups	.047	7	.007				
Within Groups	.056	9					
Total							
Suitability	.247	2	.124	1.243	.345	Accept H _o	Not Significant
Between Groups	.697	7	.100				
Within Groups	.944	9					
Total							

Note. Level of significance 0.05

The results connote that the three groups of expert respondents' assessments on the cited variables considered the material very acceptable. Their classification as groups of respondents had nothing to do with the result. This indicates that the respondents strongly agreed that all indicators like Clarity, Usefulness, Presentation, and Suitability of the learning activities in the material could improve the academic performance of the learners, thus, help them master the most essential learning competencies.

The basis for the development of Strategic Materials in Dacumos' (2016) book, "Perspective of Secondary Teacher in the utilization of Strategic Intervention Material in increasing Learning Proficiency," states that SIM integration has become an important part of teaching. Especially in increasing the proficiency level of students whose performance is at the lower level. Paña (2016) supported this and stated that Intervention materials would

improve the learners' academic performance.

Statement of Objective 5. Determining the significant difference among the assessments of the three groups of respondents on the level of validity of the developed mediated alternative material in English 9

Table 4 depicted the Significant test Difference on the Assessment of the three groups of respondents on the level of validity of the developed mediated alternative material in English 9 in terms of Objective, Direction, Topics, and Practice Exercises.

Table 4

Test of difference of the three groups on the level of validity of the developed mediated alternative material

	Sum of squares	Df	Meansquare	F Ratio	Sig.	Remarks	Decision
Objectives	.000	2	.000			Not	Accept H ₀
Between	.000	7	.000			Significant	
Groups	.000	9					
Within Groups							
Total							
Direction	.000	2	.000			Not	Accept H ₀
Between	.000	7	.000			Significant	
Groups	.000	9					
Within Groups							
Total							
Topics	.000	2	.000			Not	Accept H ₀
Between	.000	7	.000			Significant	
Groups	.000	9					
Within Groups							
Total							
Practice	.009	2	.005	1.243	.350	Not	Accept H ₀
Exercises	.027	7	.004			Significant	
Between	.036	9					
Groups							
Within Groups							
Total							

Note. Level of significance 0.05.

The results imply that the three groups of respondents had almost the same judgment of the developed mediated alternative material in English 9 in terms of objectives, directions, topics, and practical exercises. They all agreed that the objectives are specific, measurable, attainable, realistic, and time-bounded, and these suit the learning competencies specified in the Most Essential Learning Competencies prescribed by the Department of Education. Besides, the directions in the material are properly laid out, and the learning activities are adequate and stimulate the learners to intellectual activities which help them master the learning competencies. Moreover, the activities in the material are appropriate, relevant, engaging, self-motivating that consider the varying attitudes and capabilities of the learners. Finally, the topics are presented in logical and sequential order that made the students master the competencies at their own pace.

Statement of Objective 6. Determining the academic performance level of the student-respondents during the Pretest and Posttest

Table 5 exemplified the academic performance of the Control and Experimental groups of student-respondents during the pretest and posttest. Tables 5.1 showed the control group's academic performance during the pretest. The results reveal all the students' scores in the control group fell below 75% or forty (40) students **did not meet expectations**. The results suggest that the prior knowledge of the students in the Control group regarding the topics to be discussed in the first grading period is very low. This only implies that the students are not yet familiar or acquainted with the different learning competencies included in the test. Initially, this happens when the topics are not taught yet by the teacher. This low result could be served as instructional tools to design the instruction that best suit learners' learning capabilities.

Table 5.1*Performance of students in the control group in the 30-item pretest*

Indicators	f	%
Outstanding	0	0.00
Very Satisfactory	0	0.00
Satisfactory	0	0.00
Fairly Satisfactory	0	0.00
Did not Meet Expectation	40	100.00
Total	40	100.00

Legend: 90 - 100 Outstanding, 85- 89 Very Satisfactory, 80 – 84 Satisfactory, 75 – 79 Fairly Satisfactory, and 74 below did not meet Expectations.

According to Dummit (as cited in Armeza et al., 2018) in his book, Diagnostic or Formative/Summative Assessment, intervention material is defined as one of the tools to assess the learners' level of understanding on specific standards. This material helps identify the strengths and weaknesses in their performance and improve teaching and learning quality. DepEd Order number 8, s. 2015 Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program states that public elementary and secondary schools shall implement the Classroom Assessment such as diagnostic tests to keep track of the learners' progress concerning learning standards and the development of the 21st-century skills.

Kelly (2019) cited that the purpose of pretesting is to give students a preview of what to expect from a new unit. These tests are often the first time that a student is exposed to new terms, concepts, and ideas. Pretests grades therefore will not negatively affect students' performances, but they should be encouraged to do their best. Moreover, Sudijono (as cited in Kelly, 2019) pointed out that pretest is conducted to determine the extent to which subject matter or material, which will be taught must be mastered by students. Readiness to perform learning is an important thing. Success or failure of the learning process begins with readiness and completeness before and at the time of learning. Learning readiness could mean the readiness of both the teacher and the students. The success of teaching is inseparable from students' academic performance (Novianti & Salim, 2018).

Salandanan (as cited in Catuday, 2019) stressed that teachers of today must be prepared to develop their own instructional material since the demand for competence in this task is increased by the current emphasis on individualized and personalized instruction. Educators have agreed that teaching lends to itself best to an individually paced instructional program wherein the success of it depends to a large to a self-instructional material used.

3.1 Academic performance level of experimental group during pretest

Table 5.2 illustrated the Experimental group's academic performance during the pretest.

Table 5.2*Performance of students in the experimental group in the 30-item pre-test*

Indicators	f	%
Outstanding	0	0.00
Very Satisfactory	0	0.00
Satisfactory	0	0.00
Fairly Satisfactory	0	0.00
Did not Meet Expectation	42	100.00
Total	42	100.00

Legend: 90 - 100 Outstanding, 85- 89 Very Satisfactory, 80 – 84 Satisfactory, 75 – 79 Fairly Satisfactory, and 74 below did not meet Expectations.

The results reveal that all students' scores in this group fell below 75% interpreted as **Did not meet expectations**. The results imply that the control and experimental groups of respondents' academic performance during the pretest have the same level of knowledge on the learning competencies to be covered in the first

grading period fell on below average. Thus, their scores do not significantly differ from each other. Pretesting the students on what they are about to encounter can have the effect of relaxing them by the time the posttest comes around. This is because they feel more comfortable with the material that is familiar to them and pretest can provide additional exposure.

Eze (as cited in Torre Franca, 2017) emphasized that the teachers must come to the classroom equipped with pedagogical knowledge, which is considered essential for effective teaching. However, mastery of the content alone, according to him, is insufficient. The teacher must transmit the knowledge to the students in an understandable, enjoyable, and accessible way. Accordingly, teachers must be able to contextualize and infuse it with real-world meaning for students. The results imply that the baseline information of the learners on the different learning competencies is below average, that their depth of understanding is too shallow. The topics have not covered that the student is not expected to know. The result could serve as a road map to carefully craft the instruction to help master the most essential learning competencies.

Berry (as cited in Taufik, 2019) explains that pretests can be used at beginning of a course to establish a subject knowledge baseline and then related to an end-of- the-course exam to look at knowledge added. Pre-tests can also be used as a way to judge the depth of understanding of prerequisite material. A third purpose, the one explored here, is to test the students just prior to the material being covered in the course. Although counter-intuitive, the pre-tests are covering material that the instructor has not covered, and that the student is not expected to know. The idea behind the pre-tests is to give the students an indication of material that will be covered and the depth of knowledge required, thus it serves a 'road map' for the topics. In addition, the instructor gets a quantifiable measure of the knowledge that students already possess for a particular topic.

Lastly, evaluation of the pretest and posttest is one of the three assessment tools that are highly recommended for use by the faculty because this is a concise and very good direct evaluation that creates a rational dialogue to improve performance and the quality of student learning. (Chabot as cited in Kelly 2019)

3.2 Academic performance level of control group during the posttest

Table 5.3 reflected the control group of respondents' academic performance during the posttest.

Table 5.3

Performance of students in the control group in the 30-item posttest

Indicators	f	%
Outstanding	0	0.00
Very Satisfactory	1	2.50
Satisfactory	9	22.50
Fairly Satisfactory	9	22.50
Did not Meet Expectations	21	52.50
Total	40	100.00

Legend: 90 - 100 Outstanding, 85- 89 Very Satisfactory, 80 - 84 Satisfactory, 75 - 79 Fairly Satisfactory, and 74 below did not meet expectations.

The result revealed that 47% of the total number of students passed the test or nineteen (19) out of forty (40) whereas one (1) got very satisfactory, nine (9) very satisfactory and the other nine (9) fairly satisfactory. On the other hand, 53% or twenty-one (21) did not meet the expectation. The results imply that the academic performance of the Control group who are exposed to the conventional teaching method was improved. However, not all learners met the expectation. Some were able to fully grasp the competencies during the discussion during their synchronous class; yet some were not able to display mastery of the lessons. This may be because in this time of pandemic, the teacher is only given one hour a week to discuss lessons in the google classroom and the other four hours, is done during asynchronous class where the teacher only provides self-administered learning tasks for the learners. In this case, the teacher has the difficulty monitoring students' performances in mastering the target competencies. Thus, those learners who did not meet the expectation need further remediation to help

them master the most essential learning competencies.

To support, Shivaraju, Gangadhar Manu, Vinaya, and Savkar's (2017) findings confirmed that pre- and post-test are useful method to acquire new knowledge and learning process, as well as important points of the lecture. This method of evaluations as such is a triggering and encouraging stimulus for the students to study by instantly knowing their level of performance in class, that post-tests normally give an instant feedback to the students about their level of understanding of that lecture topic and trains the students for in depth learning of the subject. The study did demonstrate that the teaching method was effective as post-instructional knowledge increased by nearly half when compared with pretest levels.

Similarly, Shivaraju, Gangadhar Manu, Vinaya, and Savkar's (2017) findings also confirmed in their study that majority of the students felt that pretests helped them to improve their focus toward didactic lecture and for better performance. The possible reason could be realization of their loopholes and lacuna following pretest. Thus, administering pretests before lecture would increase the attentiveness, curiosity, eagerness to listen to the lecture among the students. Majority of the students felt that pretest helped in acquiring new learning as well as important points which were unknown previously. These perceptions of better performance after the pretest were confirmed to be true by post-test scores was significantly higher ($p \leq 0.001$). Post-test scores were high when compared to pretest scores. This suggests that the students were attentive to the lecture and so were able to digest the lesson discussed by the teacher.

3.3 Academic performance level of experimental group during the posttest

Table 5.4 depicted the experimental group of respondents' academic performance during the posttest.

Table 5.4

Performance of students in the experimental group in the 30-item posttest

Indicators	f	%
Outstanding	22	52.38
Very Satisfactory	6	14.29
Satisfactory	7	16.67
Fairly Satisfactory	5	11.90
Did not Meet Expectations	2	4.76
Total	42	100.00

Legend: 90 - 100 Outstanding, 85- 89 Very Satisfactory, 80 - 84 Satisfactory, 75 - 79 Fairly Satisfactory, and 74 below did not meet expectations.

It can be inferred from the table that among forty-two (42) respondents, forty (40) passed the test whereas twenty-two were outstanding, six (6) were satisfactory, seven (7) satisfactory, five (5) fairly satisfactory and two (2) did not meet the expectations. Thus, 95.24% of the students did well during the posttest. This simply means that majority of the students displayed mastery of the lesson after they were exposed to the mediated alternative material. Their interest and eagerness in using the material was highly evident. And their exposure to the material during their asynchronous class which was done four times week was a big help in improving their academic performance. This was effective in the teaching and learning process; thus, deemed necessary in the mastery of the most essential learning competencies.

Almario's (as cited in Armeza, Alaska and Echanes, 2018) findings confirmed that the students who used her developed materials obtained higher scores in the posttest than in the pretest. Her instructional materials proved to be an effective tool in teaching. Retusto (2016) on the other hand, asserted that good teachers become better teachers when using appropriate instructional materials in their lessons. He further emphasized that teachers need to be thoroughly acquainted with the teaching resources and services available to ensure effective teaching and learning process. The components of instructional materials available to teachers and students are in large numbers and vary according to each of their functions.

The results point out that the control and experimental groups of respondents' academic performance levels during the post-test significantly differ from each other. It further explains that the Experimental group exposed to the material performed better than those exposed to the lecture method. The results conform to the findings of Pana (2016), which revealed a significant change and improvement in the students' academic progress in the second quarter after they have all explored the SIM. Likewise, Lumagandang's (2015) findings confirmed a significant difference between the pre-test and post-test results in TLE using the SIM and results of MPS during pre-test and post-test. Furthermore, Meyer (as cited in Mariano, 2019), declared that no one can be certain of the educational effectiveness of instructional material, despite the care taken in the initial design, until it has been tried out with a representative student. Formative evaluation, Meyer claimed, involves trailing the module. Its essential purpose is to validate the module with a representative group of students for whom they are intended to establish its educational effectiveness.

Problem Number 7. Determining the significant difference between the academic performance level of the student-respondents during pretest and posttest

Table 6 presented the test of significant difference between the academic performance level of the student-respondents during the pretest and posttest. Table 6.1 showed the Test of Significance between Performance of Control Group in Pretest and Posttest.

Table 6.1

Test of significance between performance of control group in pretest and posttest

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pretest and Posttest of Control group	-8.250	3.111	-16.771	.000	Significant	Reject H ₀

As shown, the test of significance between the performances of the Control group in the pretest and posttest has a probability value is .000 which is less than the level of significance at .05. Thus, the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores of the control groups on pretest and posttest. The results imply a highly significant difference between the posttest and pretest of the Control group with a **-16.771** computed t value. The negative sign means that the posttest score is higher than the pretest score. Thus, there is a significant difference in the performance of the students in the pretest and posttest. This further imply that after exposing the control group with the teacher-directed strategy, the academic performance level of the learners improved. Thus, the conventional teaching method was effective in the teaching-learning process.

According to Cook and Campbell as cited in Yu (2018), maturation is the process within the subjects that acts as a function of the passage of time. Most participants may improve their performance regardless of the treatment. Comparing pre and post-tests allows teachers to track student development from one class to the next, between topic, and even from day-to-day. Most forms of assessment just determine whether a student meets expectations after they have been taught, but these fail to account for prior knowledge and incremental progress. Furthermore, even when a student does not quite demonstrate proficiency on a post-test, pretests can show that they have grown. No amount of progress should be ignored, and assessment should not be limited as "yes" a student meets expectations or "no" they do not (Kelly, 2017).

Table 6.2 inferred the test of significance between the experimental group's performance in the pretest and posttest. The probability value is **.000**, which is less than the level of significance at **.05**. Thus, the null hypothesis is rejected. Therefore, there is a significant difference between the mean scores of the experimental groups on pretest and post. The results reveal a highly significant difference between the posttest and pretest of the Experimental group with a **-10.576** computed t-value. The results imply that the Experimental group of

respondents displayed almost the mastery level after exposing them to the mediated alternative material during their asynchronous lessons. Though some learning tasks were already introduced during their synchronous time using gamified activities like Kahoot, Quizziz, and Mentimeter, sending them learning tasks through google classroom during their asynchronous classes, as an extended activity, helped them master the learning competencies.

Table 6.2

Test of significance between the performance of experimental group in pretest and posttest

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Pretest and Posttest of Experimental group	-8.524	5.223	-10.576	.000	Significant	Reject H ₀

Some studies have been conducted to gauge the effectiveness of intervention materials in improving the teaching-learning process. Bone (as cited in Cortez, 2016), pointed out that teachers use instructional/intervention materials to facilitate effective teaching and better-quality learning by students. These are created to suit the different learning needs of every learner. While some students learn and retain information that is fed to them through discussions, others learn better by reading. Others, however, grasp information with the aid of visual cues in addition to lecture and reading. The use of different instructional materials provides learners with different learning aids maximizing learning and retaining information.

The study of Sanni (2016) also revealed a significant relationship between instructional materials and students' academic performance in financial accounting. Also, there is a significant relationship between teachers' competence and the selection of instructional materials and a significant relationship between students taught with instructional materials and the students taught without instructional materials. Based on these findings, it was recommended that more seminars/workshops on the use of diverse instructional materials available should be organized at least bi-annually to acquaint teachers with the principles and methods of administration during accounting pedagogy.

Statement of Objective 8. Determining the significant difference between the academic performance level of the student respondents in the control and experimental group

Table 7 exhibited the test of significance between the performance of the Control and Experimental Groups in the posttest.

Table 7

Test of significance between the performance of control and experimental groups in posttest

Test	Paired Differences				Remarks	Decision
	Mean	SD	T	P value		
Posttest of Control and Experimental group	-7.025	5.323	-8.347	.000	Significant	Reject H ₀

The table depicts the test of significance between the performances of the Control and Experimental of groups in posttest. The probability value is .000, which is less than the level of significance at .05. Thus, the null hypothesis is rejected. Therefore, there is a significant difference between the control and experimental groups' mean scores on the posttest. The results signify that the experimental group exposed to the mediated alternative material performed better than the control group treated using the usual method. This situation implies that the experimental approach is more effective than the traditional method, as revealed by the data gathered. Thus, that

there is a significant difference in the performance of the students in the posttest.

The above results confirmed the findings of Almario (as cited in Armeza, Alaska, & Echanes, 2018) that the students who used her developed materials obtained higher scores in the posttest than in the pretest. Her instructional materials proved to be an effective tool in teaching. Similarly, Pana (2016) cited there is a significant change and improvement in the academic progress of the students in the second quarter after they have all explored the SIM. Therefore, the conduct of action research, supported by Lumagandang (2015), stated that there was a significant difference between the pretest and posttest results in TLE using the SIM and results of MPS during pretest was significant 50% low; while in the posttest, the results registered 91.03% MPS which was increased by 41.03% over the pretest. Based on the findings, the SIM is an effective intervention to increase the least learned competencies. Hence, the SIM is recommended. Another study conducted by Torre Franca (2017) noted a significant change in the pretest and posttest scores obtained by students before and after they were exposed to the instructional modules, which signified that the instructional modules brought out some improvement in their knowledge.

4. Conclusions and directions for future use

The developed Mediated Alternative Material in English for grade nine (9) learners based on the Most Essential Learning Competencies (MELCs) in the first grading period for the school year 2020-2021 as prescribed by the Department of Education was designed to suit the learners needs and interest and help them attain the prescribed grade-level knowledge, skills, attitudes, and values at their own pace outside the normal classroom setting. Moreover, this provided them information, activities, and new learning that learners need to work on to help them master the different learning competencies included therein.

The developed material composed of different learning activities were arranged according to graduated levels of difficulty- from easy to complex. This was to ensure that this caters the different learning needs in any learning modality: online, blended, and modular delivery of learning. The learners' exposure to the material during their synchronous discussion using interesting strategies like Kahoot, Mentimeter, and Quizziz drove them to participate actively in class. Add to this, sending them enrichment activities, as an extended activity, in the google classroom during their asynchronous lessons, built a better learner-parent/guardian collaboration in accomplishing the given tasks. These are some of the reasons why during the conduct of the posttest, the learners' academic performance improved. Hence, the material was considered effective to aid instruction and have addressed the learning gaps as well.

Indeed, the use of the mediated alternative material to grade 9 learners of Pulo Ntional High school was meaningful and beneficial both on the part of the teacher and learners for it was a big help in the teaching-learning process in the new normal. This was effective and acceptable for use as an intervention material to help master the learning competencies. However, revision and modification of the developed mediated alternative material should be done regularly to fit the students' learning needs and abilities to bridge the learning gaps in all learning modalities.

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