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RESEARCH ARTICLE

DEVELOPMENT AND VALIDATION OF SUPPLEMENTARY GRAMMAR MODULES IN ENGLISH FOR GRADE EIGHT PUPILS AT LOS BAÑOS INTEGRATED SCHOOL, S.Y. 2015-2016

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Abstract

This study was conducted to determine the mean levels of assessment of experts and students on the characteristics of the modified modules in terms of: content, format, organization and presentation, accuracy and up-to-datedness of information of the developed supplementary module of Grade Eight in English Grammar of Los Baños Integrated School, Los Baños, Laguna, for the School Year 2015-2016. Descriptive research design was used in this study since it determine the results of the evaluation of the developed modules. The respondents were given a questionnaire checklist in evaluating the modules according to set criteria. Findings revealed that the developed supplementary grammar module was acceptable to the teacher-respondents in terms of its content ($\bar{X}=3.95$, $SD=0.34$), format ($\bar{X}=4.36$, $SD=0.44$), organization and presentation ($\bar{X}=3.88$, $SD=0.65$), as well as the accuracy and up-to-datedness of information ($\bar{X}=4.33$, $SD=0.62$). Findings also revealed that the developed supplementary grammar module was highly acceptable to the student-respondents in terms of its content ($\bar{X}=4.55$, $SD=0.24$), format ($\bar{X}=4.56$, $SD=0.32$), organization and presentation ($\bar{X}=4.77$, $SD=0.50$), as well as the accuracy and up-to-datedness of information ($\bar{X}=4.63$, $SD=0.35$). Based on the results of the study, the researcher recommended that; 1) the teachers need to be motivated to develop modules which can be of big help to them and to their students for deeper understanding of the lessons; 2) every developed module need to be evaluated by experts and more number of students as set targets need to be met in providing quality instructional materials for more effective teaching-learning process; 3) by adding more activities for each topic, there is a need for more graphics or colorful illustrations that will direct student's attention to each lesson or topic presented in the module.

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Introduction:-

The Department of Education dreams and aims to develop the full potential of an individual in order to contribute meaningfully in building a nation. DepEd intends to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: the students learn in a child-friendly, gender sensitive, safe and motivating environment; teachers facilitate learning and constantly nurture every learner; administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning;

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family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners. (DepEd Philippines)

To achieve the goals of the Department of Education institutionalized research-based decision and policy-making or DepEd Order No. 65 2003. This Department has expanded the roles of the executive committee and the program committee created the Research, Innovation and Policy Evaluation Secretariat (RIPES). This order is issued: 1) To rationalize/prioritize the conduct of future research and innovation (R&I) undertakings in accordance with the DepEd research agenda; 2) To establish a mechanism for continuous inventory of all completed and future R&I outputs of the DepEd; 3) To ensure deliberate utilization of R&I studies in the policy-making process by providing a regular venue for the awareness, appreciation, discussion and dissemination of these studies; and 4) To advocate the implementation of notable and significant recommendations from the R&I outputs and deliberations. (DepEd Philippines)

DepEd is trying its best to fulfill the goals and one of the step to attain the goal is the adaptation or implementation of K to 12 Curriculum. The curriculum intends to 1) strengthen early childhood education through universal kindergarten; 2) make the curriculum relevant to learners by means of contextualization and enhancements; 3) build proficiency (Mother Tongue-Based Multilingual Education); 4) ensure integrated and seamless learning through spiral progression; 5) nurture the holistically develop Filipino by means of college and livelihood readiness, and 21st Century Skills. (DepEd Philippines)

As cited by Aquino IV (2015), now is not the time to stop a national reform that we desperately need and have been working towards for the past years. The opening of classes this school year, reminded the nation of our need to constantly improve the quality of education for Filipinos across the country.

Aligned with this is the Enhanced Basic Education Act of 2013 or Republic Act No. 10533, which was signed into law on May 15, 2013 and resulted in the implementation of the K-12 Basic Education Program.

According to research from other countries and the local successes and failures in education, the Philippines is one of the last country in Asia with a 10-year basic education system or pre-university cycle, along with Angola and Djibouti. The K to 12 program was carefully studied and designed by both private and public education stakeholders.

One of the approaches which is very popular and widely used today is the modular approach which is the most recognized teaching learning techniques in United States, Australia and many other Western countries including Asian region. All kinds of subjects are being taught through modules. It is a recent development based on programmed learning; a well-established and universally recognized phenomenon.

It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. Module is a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on the building up skills and knowledge in discrete units, Khalid (2011).

“Module is a short unit of instruction dealing with a conception unit of subject matter” – Russel (1974).

According to the chambers 20thcentury dictionary (1983) “Module is defined as a set of course forming unit in an educational scheme.”

In modular method after defining the content of teaching and the main objectives and determination of the capability of presenting content based methods where the following steps are taken:

1. The main goals are divided into functional partial goals.
2. Good functional activities and conditions are designed in relation to each of the above goals. These conditions are called “Activity station” or task desk”.
3. Student groups are arranged in a way to the activities as periodical to have the opportunity to do all the activities.
4. Class time is divided into equal parts. In each part, each group of students do an activity by finishing time, before going to the next task desk and begin a new activity.

5. The groups with the opportunity to combine the results of activity stations, through reading the textbook to achieve the main goals of curriculum.

Module should include an introduction to the topic and instructions or suggestions about how the various components of the module are to be used. If the module is to be used only under instructor supervision, oral instruction may suffice. In most cases, however, a printed study guide be part of the module. The printed guide should introduce the topic of the module relate its media and activities to the objectives. It should give instructions for using the materials included with module and directions for the learning activities involved. Questions and space for responses may also be contained in the guide. The study guide should be as simple as possible containing just the essential directions and relevant information. It is important for the instructor to monitor each learner's progress in order to reward successes and to alleviate frustrations. At the conclusion of each module's use, the learner should discuss the activity with the teacher individually or in a small group. The teacher and the student, can go-over the nature of the problem presented in the module, compare answers (if appropriate) and discuss the concepts learned from the module.

Objectives Of The Study:-

Actualizing the K-12 system in the Philippines would result in more young Filipinos equipped with the necessary knowledge, skills and attitudes to enter the workforce. Though many disagree and question whether or not we should adapt a K to 12 education system, the question is "Are we ready to bring the K to 12 vision of progressive and transformative education to reality? Are we ready with classrooms and infrastructure to accept 2 more grade levels? Are we ready with the curriculum to move our education system to the world-class standard we have long been aspiring for?"

According to some sources, the Department of Education (DepEd), has made progress in terms of infrastructure and curriculum development. The backlog of classrooms was addressed by DepEd from 2010 to 2014 with plans to build over 40,000 more this year. While shortage of teachers was addressed by hiring over 128,000 teachers from 2010 to 2014 with over 39,000 more to be hired this year.

A lot of resources have been produced by DepEd and through the activities of Foreign Assisted Programs. These existing resources should first be reviewed and evaluated following the process in Section 2 and 3. The evaluation recommendations from Section 2 and 3 may identify the need for existing resources to be redeveloped. Redevelopment may occur when: A new digital version of a non-digital resource is required to facilitate higher quality reproduction. All content and design is the same as the original. An existing resource has some content errors, typographical errors and or technical faults. Thus a modified version of the existing resource is produced. Content is updated and alternative graphics or images may be included. A resource has been identified as being of high educational quality but the current format precludes access. The content of the original resource is used as the basis for the resource but the format and media used is radically changed. A resource is required to support and make it user friendly by providing instructions which can be easily understand by the learners.

As a teacher in English, the researcher observed that the module for Grade eight has minimal lessons and less activities or exercises in grammar. Since the target goal of the K-12 curriculum is to equip the learners with necessary knowledge, skills and attitudes upon entering the workforce. The researcher thought it would also be better if these learners have a better writing and communication skills. In order to have that they need to strengthen their knowledge in grammar, so that they can be easily understood by many people. The researcher strongly believes that, if a person has strengthen his grammar skills he will also have the confidence to face others.

The development and validation of modules can be a great help and can be considered as one factor that contributes on the success of the teaching-learning process. This could also complement the aim of making the curriculum relevant to the learners through contextualization and enhancement and the effort in ensuring integrated and seamless learning or spiral progression. Most especially, it can aid in nurturing the holistically developed Filipino.

Research Design:

Descriptive research design was used in this study since it determines the results of the evaluation of the developed modules. Descriptive research is used to describe characteristics of a population being studied.

Respondents of the Study:

The respondents of the study were the fifteen (15) English teachers and forty four (44) Grade 8 students section Tayabas of Los Baños Integrated School, Los Baños, Laguna, for the academic year 2015-2016.

Sampling Technique:

Purposive sampling technique was applied in taking the quantity of the respondents since all English teachers and all Grade 8 Tayabas students were used as the respondents. Complete or total enumeration is a kind of sampling technique wherein a total population was used.

Research Instrument:

The research instruments of this study was a self-developed supplementary grammar module in English subject for Grade Eight. The Instructional materials evaluation tools was derived from DepEd site and it was given to the evaluator/respondents.

The five point rating scale evaluation tool was applied in this study for the assessment of the developed module. It has numerical rate from 1 to 5. Each number corresponds to a certain description. Number 5 has the highest description which means The five point rating scale evaluation tool was applied in this study for the assessment of the developed module. It has numerical rate from 1 to 5. Each number corresponds to a certain description. Number 5 has the highest description which means highly acceptable, 4 is acceptable, 3 is moderately acceptable, 2 is slightly acceptable, and 1 as the lowest is not acceptable. This rating scale evaluation tool helped the researcher measure the assessment of the respondents.

Research Procedure:

The researcher developed Grade Eight supplementary module in English Grammar which were composed of the following topics: Identifying Nouns, Proper Nouns and Adjectives, Identifying Pronouns, Using Conjunctions, Prepositions and Interjections, Identifying Action and Linking Verbs, Finding Compound Subjects and Verbs, Identifying Infinitives and Participles as Subjects, Recognizing Prepositional Phrases, Matching Subjects to Verbs Despite Prepositional Phrases and Sentences, Punctuating a Series with Commas, Punctuating Interrupters with Commas, Using Correct Verb Tenses. Validations of the Supplementary module.

Indefinite Pronouns, Using Adjectives and Adverbs, Identifying Fragments and Clauses, Identifying Dependent and Independent Clauses, Punctuating Simple Complex Sentences, Punctuating the Coordinating Conjunction in Simple Compound The

The developed module was sent by the researcher to be edited by the expert in charge. After a few days of checking the module, it was returned to the researcher without corrections.

With the approved request letter, the researcher personally administered the questionnaires and modules to the selected students and experts-respondents.

With the approved request letter, the researcher personally administered the questionnaires and modules to the selected students and experts-respondents.

The respondents were given the Grade Eight English grammar module and questionnaire checklist on the development and validation of module. Some of the modules and questionnaires were returned the following day while some were returned during the District Christmas Party of Los Baños District.

After the data were gathered the researcher immediately tabulated the data given. Then it was sent to the external statistician for computation to apply the statistical treatment for the study.

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Statistical Treatment of Data:

Frequency count and percentage were used to describe the number of respondents and have clear presentation of the distributions of the respondents.

Mean and SD were used to determine the level of assessment of the respondents on the develop module in terms of different criteria.

The following statistical tools were used for the analysis and interpretation of the data gathered and tabulated.

Results and Discussion:-

Based on the data gathered, organized and analyzed, the following are the findings of the researcher:

There are 22 or 50 male with percent same frequency and percentage as female and 8 or 18 percent of them belongs to 12 years of age, 29 or 66 percent are 13 years old and 7 or 16 percent are 14 years old. There are 4 or 27 percent of the teacher-respondents are male and 11 or 73 percent are female which shows that most dominant in terms of sex are female. There are 4 or 27 percent of the teacher-respondents age 20-29 years old, and only 6 or 40 percent are 30-39 years old, age 40-49 years old is also 1 or 7 percent and 50-59 years old are 4 or 26 percent. There are 6 or 40 percent of the teacher-respondents are Bachelor of Secondary Education major in English graduate, 2 or 13.33 percent with Master units, 5 or 33.33 percent reached CAR units and 2 or 13.33 percent are Master Degree graduate. There are 7 or 46.67 percent with position of Teacher I, 6 or 40 percent are Teacher II and 2 or 13.33 percent are Teacher III. The results revealed that there are few of them have higher position and none of them belongs to Master Teacher position, this means that they need to pursue their educational attainment and increased their achievements to be ranked to a much higher position.

The teacher-respondents evaluate module's content that it used of behavioral objectives of learning as acceptable with mean of 4.20 and 0.41 standard deviation while a mean of 4.33 with SD of 0.49 wherein they evaluate the module acceptable as it used appropriate English grammar. They evaluate the module content that it identify competencies for each topic as acceptable with a mean of 3.73 and SD of 0.59. In the provision of sufficient illustrative examples they accept the module in terms of this criteria with mean of 3.67 and SD of 0.49. They accepted the module that there is an inclusion of essential lesson for each topic in the subject with mean of 3.80 and SD of 1.01. It was revealed that the teacher-respondents level of assessment in terms of module's content with over-all standard deviation 0.34 and weighted mean of 3.95 determined that the module is acceptable.

The student-respondents evaluate module's content highly acceptable that it used of behavioral objectives of learning with mean of 4.52 and 0.51 standard deviation same description with a mean of 4.55 with SD of 0.50 wherein they evaluate the module as it used appropriate English grammar. They evaluate the module content as highly acceptable that it identify competencies for each topic with a mean of 4.66 and SD of 0.48. In the provision of sufficient illustrative examples they evaluate it as acceptable only with mean of 4.45 and SD of 0.50. They highly accepted the module that there is an inclusion of essential lesson for each topic in the subject with mean of 4.57 and SD of 0.55.

It was revealed that the student-respondents level of assessment in terms of module's content with over-all standard deviation 0.24 and weighted mean of 4.55 determined that for them the module is highly accepted.

They accepted module's format with same mean of 4.33 and SD of 0.49 such as that it used simple and easy to understand language, used specific and clear terminologies, and the phrases and sentences construction of the module is based on grammar standard while they evaluate the module's format as highly acceptable wherein it stated that the language used meets the students' mental ability with mean of 4.53 and SD of 0.52. They accepted the module's format as it contained the definition of terms with mean of 4.27 and SD of 0.63.

The students highly accepted module's format mean of 4.59 and SD of 0.50 such as that it used simple and easy to understand language, used specific and clear terminologies with mean of 4.52 (SD=0.51), the phrases and sentences construction of the module is based on grammar standard with mean of 4.57 (SD = 0.39), the language used meets the students' mental ability with mean of 4.52 and SD of 0.51 and it contained the definition of terms with mean of 4.59 and SD of 0.50. An overall mean of 4.56 and SD of 0.32 the students evaluated the module in terms of its format as highly acceptable.

The teachers accepted the module's organization and presentation such as the arrangement of topics is based on the course outline with mean of 4.44 (SD =0.51), presentation of lessons with mean 3.67 (SD= 0.82), use of illustrations and figures with mean of 3.67 (SD =1.18), conformity of the module to the standard format with mean of 4.07 (SD= 0.80) and appearance of the printed copy with mean of 3.60 (SD=0.63). An overall mean of 3.88 (SD= 0.65) determined that the teacher accepted the module in terms of the said criteria.

The students highly accepted the module's organization and presentation such as the arrangement of topics is based on the course outline with mean of 4.61 (SD =0.49), presentation of lessons with mean 4.91 (SD= 0.29), use of illustrations and figures with mean of 4.75 (SD =0.49), conformity of the module to the standard format with mean of 4.86 (SD= 0.35) and appearance of the printed copy with mean of 4.72 (SD=0.50). An overall mean of 4.77 (SD= 0.50) determined that the students highly accepted the module in terms of the said criteria.

It was revealed that the teachers accepted the module in terms of its accuracy and up-to-datedness of information such as its contents with mean of 4.44 (SD = 0.74), distinct utility to its intended users including teachers and students with mean of 4.20 (SD = 0.41), provision for real life examples with mean of 4.33 (SD = 0.62) same mean with the relevance of the information to the student's needs and efficiency as a supplementary instructional material in English and for overall mean. This results shows that the teachers accepted the module in terms of the said criteria.

It was revealed that the students highly accepted the module in terms of its accuracy and up-to-datedness of information such as its contents with mean of 4.66 (SD = 0.48) same mean with distinct utility to its intended users including teachers and students even in the provision for real life examples with mean of 4.61 (SD = 0.58), the relevance of the information to the student's needs with mean of 4.59 (SD=0.50) and efficiency as a supplementary instructional material in English with mean of 4.64 (SD=0.53). An overall mean of 4.63 (SD =0.35) shows that the teachers accepted the module in terms of the said criteria.

Recommendation:-

Based on the findings and conclusions the following were suggested by the researcher:

1. Teachers need to be motivated to develop modules which can be of big help for them and for their students for in depth understanding of the lessons.
2. Every develop module need to be evaluated with much higher authority, experts and more number of students so that every develop modules can assured the quality needed for the teaching-learning process.
3. The teacher-respondents suggested to add more activities for each topic, to add some more graphics or colorful illustrations to catch student's attention.

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