

# Performance Analysis of Grade 8 Students in English: Basis for Enhancement Material Development

Analyn De Jesus Lipio

The Faculty of Graduate Studies University of Rizal System Morong, Rizal

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## ABSTRACT

The study aimed to analyze the performance of Grade 8 students in English which had been the basis of the developed enhancement material. Furthermore, the effectiveness of the developed enhancement material was also measured in this study, by identifying the level of competencies of the students after the exposure of the experimental group to the enhanced materials.

This study utilized the descriptive method of research with survey questionnaire as instrument in determining the level of acceptability of the developed enhancement material in terms of objectives, content, usefulness, organization and presentation and language and style. The developed enhancement material was validated by teachers of English who are considered experts.

This study also utilized the experimental method of research. The respondents were identified as Group A (Experimental) and Group B (Control) and they were chosen from fifteen heterogeneous sections through the simple random sampling technique. The self-made test in English consisted of 50 items each for pretest and posttest consisted of different learning skills in grammar, vocabulary and reading comprehension which was based on the least mastered skills obtained in the School Achievement Test (SAT) in the school-year 2016-2017.

The experimental group was exposed to the developed enhancement material while the control group used the existing material provided by the English modules. The bases of the prepared enhancement materials are the competencies prescribed for the enhancement skills for Grade 8 English curriculum which are grammar, vocabulary and reading comprehension. Posttest was given to both groups to determine the level of their learning competencies. Findings revealed that the developed enhancement material in English was effective and the students performed better after their exposure to the developed material. It was also discovered that the developed enhancement material was very much acceptable based on the teachers' assessment.

Based on the findings, it was concluded that the output of this research is the enhancement materials in English which are of great help especially to English teachers in the improvement of their teaching approaches and methods inside the classroom to make learning more effective and responsive to the students' need.

## INTRODUCTION

Education is the most important aspect in the development of an individual and the nation as a whole. It is the acquisition of knowledge, skills and attitude that makes man do better. It is the trait that creates well-rounded people ready to encounter all the challenges and overcome them. Without proper education, it will be difficult to live since they are not prepared to deal with its challenges.

As mandated in Article IV, Section 2 of the Philippine Constitution:

“The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all”.

The above cited provisions give recognition to government's effort in providing priority to education. Thus, Section 5 on Curriculum Development of Republic Act 10533, otherwise known as "Basic Education Enhancement Act of 2013" states :

"The DepEd shall formulate the design and details of the enhanced basic education curriculum.... It shall adhere to the following standards and principles in developing the enhanced basic education curriculum: a) The curriculum shall be learner- centered inclusive and developmentally appropriate; b) The curriculum shall be relevant responsive and research-based; c) The curriculum shall be culture-sensitive; d) The curriculum shall be contextualized and global; e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative & integrative.."

Along with this, the introduction of the K to 12 Basic Education Program created a functional basic education system that would train productive and responsive citizens equipped with the essential competencies and skills for both life-long learning and employment and to enhance the basic education system to full functionality to fulfill the basic learning needs of students. This is in line with the agenda of President Aquino of having quality education as a long-term solution to poverty. In order to achieve these goals, the program desires to give every student an opportunity to receive quality education based on enhanced and decongested curriculum that is internationally recognized and comparable, to develop a curriculum that is rational and focused on excellence, to produce a pool of highly qualified and adequate trained teachers, achieve high academic standards especially in Mathematics, Science and English at all levels and produce graduates who are globally competitive and whose credential are recognized internationally.

Marcelo (2010) in his article "English Proficiency Is Key To Landing A Job" pointed out that English proficiency used to be the country's advantage in the global market. However, this advantage is fast being eroded by rising competition from other countries coupled with the declining mastery of English language by our graduates.

Relative to this, Remonde (2013) cited in his column entitled "The Return to English" that former president Gloria Macapagal Arroyo ordered the utilization of English language as means of instruction in different learning stations but unfortunately not everybody has followed it due to some reasons. The Return to English as perceived by the President would be an effective tool to regain the lost area in English proficiency both in oral and written communication that could be the best weapon to be globally competitive.

To achieve high performance in English, qualified and good teachers are required. It is therefore in the hands of our teachers of English to find ways and use appropriate strategies, approaches, and methodologies in order that the learners would really become effective speakers, readers, writers and critical thinkers and that their performance will be fully enhanced. Teachers should also consider all the factors that might affect the students. On the other hand, student's involvement in learning English is very important. They should have a positive attitude toward the subject. All stakeholders in the learning process must be active and responsible in their actions for the achievement of their goal.

It is for this reason that the researcher as an English teacher conceived this study to find out the performance of Grade 8 students in English based on the enhancement material developed. The findings of this study may serve as a basis in the formulation of effective plans and programs to be instituted in the campus, and in so doing, be able to make recommendations to further develop effective enhancement material for English curriculum.

## **Background of Study**

The quality of education is always manifested in the student's performance.

Thus, it becomes paramount for every educational institution to exert the best effort in order to accomplish the quality it aims to pursue.

Each student has his own peculiar weaknesses and strengths. The long years that they have been speaking their native language which have fixed their vernacular environment at home, in the community, and in the school

itself, certain peculiarities of the English language present great difficulties in developing the oral speech identical to that spoken by the English and the Americans.

The students of today have not also developed that ability to use their minds to the fullest. They have not acquired the English levels needed in their proper understanding of other levels of meaning besides the literal. The more sophisticated levels of questioning by the teachers require not only that the student justifies his answers with facts but also that he infers something from the given facts and supports his opinion with reasoned judgments.

The transition from elementary to the secondary schools demands numerous adjustments on the part of the students. The use of basic skills learned in the elementary school comes into focus as the curricular undertakings increase in depth, breadth and difficulty. Students who have not fully developed skills in English are headed for serious trouble when they enter the high school. In the face of the diversified content of the school curricula and the multiplicity of reference materials which must be consulted for each subject or curricular area, the ability to learn English becomes a factor or prime concern for successful achievement. They need training in developing the special English skills such as grammar and reading comprehension needed for successful learning of the 'new' mathematics, physics, science, social studies and economics. As students comprehend accurately, interpret broadly, and apply what they learn wisely, they acquire new understanding, broader interest, and deeper appreciations. Thus, personality is continually modified and enriched through English skills.

English Proficiency is correlated to the ability to read that is why the DepEd invested like Every Child A Reader Program (ECARP) to make every student an effective reader. Teachers English Proficiency is also being stressed with former President Aquino allotting 500 million pesos for the program. The Teacher Induction Program and the National Proficiency Program were also implemented. Another important step taken by the DepEd was revising the hiring standard and procedures of teachers from credentials to competencies based in accordance with National Competency-Based Teacher Standards (NCBTS).

Attention to word meaning has led to concern for the total meaning or interpretation of larger units of thought. Techniques employed by most teachers in vocabulary development do not seem to produce results. If the teacher is to respond to the different needs of the students, then he has to resort to individualization. This calls for a wealth of enhancement materials to match, as nearly as possible, each child's specific needs, abilities, and interests, so that he may proceed from his individual entry level to higher level goals. As stated by Masiddo (2015), on his study entitled "Development and Validation of Modules of Research " stated that one crucial role teacher's play in the school context is classrooms. In their implementation processes, they often benefit from different types of instructional materials, including textbook and other written resources. Enhancement materials are an integral part of teacher's daily work and offer ongoing support for pedagogy and subject matter content throughout an entire school year. They provide ideas, practices and strategies which frame classroom activity by means of text and illustrative representations and help teachers in achieving goals that they presumably could not or would not accomplish on their own. (Garvida, 2014)

As noted by Thompson (2015), the National Commission on Teaching and America's Future illustrated the point that what teachers know and can do make the crucial difference on what teachers can accomplish, New courses, tests, instructional materials can be important starting points, but they are meaningless if teachers cannot use them productively. One skill teacher must develop is the ability to organize and develop materials suited to student's level of readiness and understanding. Guided by studies on the development of logical thinking, together with the current thrusts in the particular discipline, a teacher should be able to prepare appropriate instructional materials and enhancement materials. The use of enhancement materials is particularly beneficial as a strategy in introducing basic information to an entire class, freeing the lecture discussion hours for more discussions and less lecture, an enrichment activity for talented students, a strategy for make-up for a student who has been absent and a strategy for a student in need of remediation.

According to Mendoza (2016), the academic success of students correlates highly with the qualifications, performances and skills of their teachers. In general, professional development that is sustained and classroom focused. It must contribute to an increase both in teachers' knowledge of the academic subjects they teach and

in their use of effective, authentically based instructional/enhancement strategies with a diverse range of students.

English being one of the most important tool subjects in the educational process, needs to be given importance. It is the lingua franca of law, commerce, science and technology, medicine, education, and information communication technology. Thus, proficiency in it is a crucial step in international affairs. Proficiency in English can be measured through the results of the tests given to students in terms of achievement tests. Hence, to improve the performance of Grade 8 students in English, the researcher has to analyze their learning competencies/skills in English as basis for the development of the enhancement materials. These enhancement materials should be readily available after the assessment of its students' individual learning needs, as these materials certainly would turn out to be beneficial in improving learning outcomes.

With this research, the school through the researcher's study would eventually identify the weak skills that need to be strengthened and the developed output is a completion of materials for enhancement which the classroom teachers may utilize as they teach.

Moreover, this paper is intended to develop enhancement materials in English for Grade 8 students with the application based on the curriculum for the purpose of students learning. Studies have shown that for the last 3 years results of the National Achievement Test (NAT) from 2012-2015 in a public secondary schools in Rizal was relatively low compared to other subjects like Filipino, Math, Science and Araling Panlipunan.

Another factor contributory to students' weak English competencies can be the huge class size of each section. A typical Grade 8 class size ranges from 55 to 65 students and it becomes much more burden on the part of both the teacher and learner.

With these dismal results and situations, the challenge is what alternative methods and strategies can be utilized to further improve the competencies of the students. Therefore, it is imperative to search and research on new learning approaches that will raise the quality of learners-approaches effective enough to improve them for lifelong learning.

Along with this, the researcher is prompted to conduct the study since grammar, vocabulary and reading comprehension have been a dilemma in schools, and is therefore a significant topic for research because it has been related to student negative learning outcomes on various psychological academic and social measures.

### **Scope and Limitation of the Study**

This study is focused on the development of enhancement material in English for Grade 8 students of Angono National High School during the school year 2018-2019.

The researcher used the simple random sampling technique to determine the two sections from fifteen heterogeneous classes. There were sixty (60) student respondents, thirty (30) students were chosen in Section Begonia as the experimental group and another thirty students in Section Everlasting as the control group. Equating variables were utilized in choosing the respondents.

Both groups were given the pretest on grammar, vocabulary and reading comprehension before they underwent the process of study. The experimental group used the developed enhancement material in English while the control group used the existing material provided by the English modules. After they have undertaken the process, both groups were given the same test as posttest. The test has a total of 50 items each for pretest and posttest. The instruments were validated based on the result of the School Achievement Test obtained in the previous school year 2016-2017. The competencies on grammar, vocabulary and reading comprehension where the students got the lowest result in the SAT were determined through the item analysis.

The study made use of the experimental method to determine the level of performance in English of the experimental group and control group before and after the exposure of the developed enhancement material as

revealed in the pretest and posttest. evaluation aspects of the enhancement materials such as objectives, usefulness, organization and presentation and language and style.

The researcher developed enhancement material focused on grammar skills, vocabulary skills and reading comprehension skills.

### **Statement of the Problem**

The study aimed to analyze the performance in English of the Grade 8 students at Angono National High School for the School Year 2018-2019, which had been the basis of the developed enhancement material.

Specifically, the study sought to answer the following questions:

1. What is the level of performance of the experimental and control groups before and after the exposure to the developed enhancement material as revealed by the pretest and posttest results with respect to the following skills:

1.1 Grammar

1.2 Vocabulary

1.3 Reading Comprehension

2. Is there a significant difference on the level of performance of the experimental and control groups before and after the exposure to the developed enhancement material as revealed by the pretest and posttest results in terms of the different skills?

3. Is there a significant difference on the level of performance of the experimental and control group after exposure to the developed enhancement material as revealed by the posttest results?

4. What is the level of acceptability of the developed enhancement material with respect to:

3.1 Objectives

3.2 Content

3.3 Usefulness

3.4 Organization and Presentation

3.5 Language and Style

### **Hypotheses**

This study tested the following null hypotheses:

1. There is no significant difference on the level of performance of the experimental and control groups before and after exposure to the developed enhancement materials as revealed by the pretest and posttest results.
2. There is no significant difference on the level of performance of the experimental and control groups as revealed in posttest results.



## EVALUATION DESIGN AND FRAMEWORK

This chapter presents the expected output of the study, theoretical framework, their related literature and studies and the variables and their definitions.

### Discussion of Expected Output and Justification

The study aimed at developing and evaluating the effectiveness and acceptability of the enhancement materials in English for Grade 8 students which is significant and contributory for the improvement of the teachers teaching the subject and development of students' as well.

It is not simple to identify the English proficiency of the students. It is very necessary that corrective measures are given, after the common difficulties and problems have been identified and their causes have been determined. Thus, by looking into similar errors, the researcher prepared the needed enhancement material to aid the students' difficulties/ problems in English competencies.

With the result of the study on the development and validation of enhancement materials in English, the output of this research is the enhancement materials in English which are of great help especially to English teachers in the improvement of their teaching approaches and methods inside the classroom to make learning more effective and responsive to the students' need.

The expected output of the study is the enhanced materials in English for the improvement of classroom instructions, hence, providing quality and lifelong learning.

The enhancement material consisted of three (3) parts. Part one (1) contained grammar activities focused on adjective, adjective complement, and conditional sentence which aim is to help the students in developing their skills in grammar. In this part, there are colorful pictures to guide the students to master the given topics and to accomplish several activities provided for them.

Part two (2) is composed of vocabulary as determining words through context clues aimed at improving student's vocabulary words. The activity also contains three (3) stories with colorful pictures to catch the attention of the students. In order to identify the essence of the words, pictures are presented to the students to have a clear idea on the topic. This is to be done by a drill method, especially by repeating hint words that a teacher gives to help define a difficult or unusual words.

Finally, part three (3) which is the reading comprehension composed of noting details, getting the main idea and making inference which aimed to addressing the students reading comprehension. The researcher included the questions after each story to check the readers' understanding. Word recognition is not enough for the students to be considered independent readers. Students need to understand and comprehend what they have read so they would become good readers.

The proposed materials for learning competencies were partly taken from the English textbooks and internet sources, with some modifications made by the researcher to make the materials meet the target competencies and to develop critical thinking skills among students as well. The materials enhanced by the researcher can be used by the teachers of English as a supplement in teaching English learning competencies as the need arises. With these materials, the teachers are still given the option to adjust the emphasis and extent of the content of the teaching of English competencies to the needs of students. The areas in this material include grammar, vocabulary and reading comprehension, which the students have not yet fully mastered, may be assigned to them for independent study or for make-up purposes.

### Theoretical Framework

This study is anchored on the theory postulated by Rousseau (2006), which states that the process of education should gravitate around the child. That is, the nature of teaching should be determined by the nature of the child rather than the logical order of the subject matter.

There are many desirable by-products of teaching English through enrichment activities. Student motivation, active involvement, cooperation on working and discussion are among the visible results.

Often, students do not perceive schools to be interesting avenue to stimulate one's natural curiosity and playfulness. Unfortunately, schools with traditional and formal method of education have become a boring place to learn.

However, with the advancement of technology, some schools have now been upgraded by utilizing the latest interactive tools and educational activities to improve classroom learning. Play is, by its very nature, educational. And learning should be pleasurable. When the fun goes out of play, most often so does the learning. In order to learn English, students must be active in the learning process. If learners are not willing to be actively involved in the process of learning English, both inside and outside the classroom, then the learners will have trouble passing any English subject.

Studying English involves the reading, writing, speaking, and comprehending where students learn the macro skills and techniques necessary to achieve the competencies.

But the question is, "Can English be taught effectively by using Enhancement Materials?" As a response, the researcher conducted a study on the effectiveness of integrating enhancement materials in teaching English not only to improve interest, but as well as to increase performance .

Another theory was based on Goodman's Psycholinguistic Theory (2006) which states that efficient reading is possible because the fluent reader does not read word for word but in meaningful units. It means that, by looking at a sample of the text, the reader can predict the meaning of a large part of it based on the his sampling and prior knowledge of the subject. The reader looks at another part of the text to confirm his prediction. The efficient reader is one who guesses correctly with minimal text sampling.

Goodman's theory proved that an emergent reader started from syllable to word phrase and clause reading which eventually, by regular practice, visualizes its content and develops into sentence reading. Noticing the child is eager to learn he/she would be able to read the text with comprehension. Reading develops thoughts through sentences. If the child becomes adept with the topic sentence or main idea of the material the child could associate the meaning of the whole text.

Thus, the theories cited above had guided the researcher to develop enhancement materials that would capture the students' interest in reading, a way to enhance their reading and their levels of comprehension. Like Goodman, the researcher also believed that the developed enhancement material will help the students improve their English competencies.

## **Conceptual Framework**

Based on the theories presented a conceptual model was developed. The conceptual model of this study is based on the IPO model, the input, process and output.

The first frame which is the input contains the least results from School Achievement Test (SAT) for school year 2016-2017. The frame includes the respondents, consisting of the experimental and control groups as well as the teacher-experts who validated the enhancement materials, the validated questionnaire checklist and the pretest and posttest.

The second frame refers to the process undertaken by the researcher which contains the development of enhancement materials focused on different competencies/skills, construction of questionnaire-checklist and teacher made tests, validation of the developed enhancement materials, administration of teacher made tests to respondents for validation, item analysis, evaluation of the developed enhancement materials.

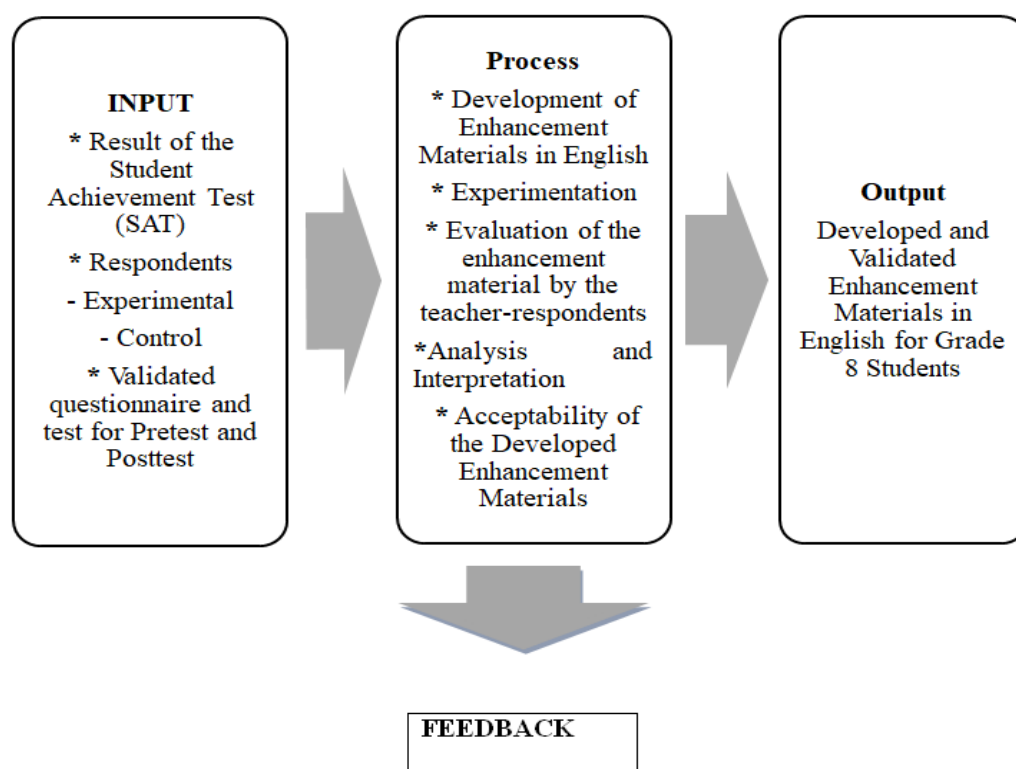


Figure 1 Conceptual Model of the Study on the Performance Analysis of Grade 8 Students in English Input to the Development, Validation and Acceptability of Enhancement Materials

The third frame indicates the output of the study which is the developed enhancement materials in English learning competencies/skills for Grade 8 students.

The line from the output connecting the process and input is the feedback which suggests the continuous process of developing and determining effectiveness of the developed enhancement materials.

### The Variables and Their Definitions and Importance of the Study

The following are the variables that were used in the study. Discussion include different related literatures and studies related to the study.

#### Enhancement Materials

One of the fundamental requirements in all educational systems is the adequate provision of relevant and appropriate reading and other enhancement materials to be used by the teachers and students. These materials are the primary tools which the schools use to provide students with access to the knowledge and skills they are expected to learn (Oakes & Saunders, 2012).

Learning materials are important because they can significantly increase student achievement by supporting student learning. Learning materials can also add important structure to lesson planning and the delivery of instruction particularly in lower grades, learning materials act as a guide for both the teacher and student. They can provide a valuable routine. In addition to supporting learning more generally, learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instructions to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games or homework assignment all allow you to modify assignments to best activate each individual student's learning style. (DepEd, 2016)

In its basic learning materials initiative, the government asserts that improvement in the quality of education depends to a great extent on whether relevant and high quality books and other learning materials can be made available to teachers and students.



Basically, broad guidelines regarding content and process of education at different stages are formulated by the National Government. These guidelines are further elaborated by the Department of Education (DepEd) in the form of curriculum frameworks. Following curriculum frameworks, syllabus, textbooks and related materials are prepared for school learners. All these frameworks emphasized the need of enhancement materials along with textbooks.

Enhancement materials have to be considered in the light of the suggestions in this documents that, particularly for primary classes, it is far more important to prepare teacher's guides and textbooks, and that the broad aims and objectives of education have to be covered by each area in its own specific way (Zenaida, 2010). The enhancement materials must not only inform the reader but also arouse his curiosity to learn and investigate this curiosity in turn, should be satisfied by suitable supplementary readers.

The study conducted by Carmona, et. al. (2015) on "Development and Validation of Interactive Activities in Selected Reading Skills" concluded that 'it is possible to start teaching the rudimentary concepts of semiconductor Physics to secondary education, though delving deeper into the topics is a must. Thus, a thorough study on the lessons to be included must be done. During the development of the enhancement materials, basic concepts have been considered to introduce in the first part to familiarize students on the primary ideas of what the subject is about.

According to the National Curriculum Framework (NCERT, 2016) 'Popular perception treats the textbook as the prime site for curriculum designing. Though curriculum planning is a much wider process, curriculum reform seldom goes beyond changing the textbook. But curricular reform can go much further if textbooks are accompanied by several kinds of materials..Supplementary books, workbooks, and extra reading come next. Whereas textbooks are written to support a specific course and relate directly to the syllabus of that course, reference and general books supplement textbooks by offering alternative approaches, provide additional information and knowledge of subjects not directly covered by the school curriculum (Rosenberg 2012). Further he stressed that the importance to the educational process of choice and access to a wide variety of supplementary materials such as books, handouts, magazines, newspapers, reprinted articles, software programs, CDs, DVDs, videos, film clips, recordings and enhancement materials is widely recognized. Indeed, encouraging and respecting reading choices are important steps toward helping children develop a sense of ownership and self-determination (Clark & Rumbold 2016). Without such choice and access, what is taught in the classroom is not reinforced and the quality and permanence of the benefits of education are endangered. Such access develops the ability to read and extends the vocabulary skills and develops a teaching force which is capable of moving beyond the confines of set books and textbooks supplements and enriches work done by the students in the classroom encourages independent access to information and arouses the interest of students in matters outside the curriculum which provides training in the use and retrieval of information, a skill which is essential for education and lifelong learning.

A good teacher has to possess characteristics such as interested in student's learning, having a good knowledge on the subject being taught as well as knowing the best teaching method to deliver the knowledge to the students, capable to manage and control student's learning, diversify the teaching methods and participate in the non-teaching activities in the schools.

A good teaching depends on the knowledge International Interdisciplinary Journal of Education (Jusoh, 2012). According to Jusoh, an effective teacher needs to master the subject matter that he or she teaches, as well as the pedagogical knowledge related to the subject. She found that teacher's mastery of the subject content that will be taught will have effects on the curriculum transformation process that is being done by the teachers in the classroom. This can be seen from the modification of materials or content in the textbooks, as well as the terms that are used by the teachers in explaining a concept or principle.

Masiddo (2015) on her study on "Teaching Strategies As Perceived By The English Teachers and LHS of RTU: An Analysis Study" stated that one crucial role teacher's play in the school context is to transform and to implement instructional/enhancement materials in classrooms. In their implementation processes, they often benefit from different type of instructional materials, including textbook and other written resources. Enhancement materials are integral part of teacher's daily work and offer ongoing support for pedagogy and

subject matter content throughout an entire school year. They provide ideas, practices and strategies which frame classroom activity by means of text and illustrative representations and help teachers in achieving goals that they presumably could not or would not accomplish on their own (Garvida 2014).

Hyland (2013) cited that one of the most important advantages of using enhancement materials is that it increases learners' motivation and reflects positively on the learning process. Learning happens when the students are motivated. For this motivation, teachers should try to provide good learning environment and establish the students' high level of interest. To achieve this a variety of motivation techniques, teaching strategies and materials are required. While books are the central technology of education, there are also other tools and sources which have now become necessary in education. The appropriate selection and use of materials not only contribute to improve instruction and performance but also increase interest and enthusiasm for learning (Seeckts 2012). Helping students locate materials of interest and at desired levels of difficulty is a key aspect to improve the level of immersion in available printed materials (Clark & Rumbold 2016).

Pillas (2013), on the "Development and Validation of Competency-Based Enhancement Material in Reading for Grade 1" emphasized that, it should be guided by the views and theories of language and language learning.

In the present study, the validity of the learning materials was also evaluated to ensure that only appropriate and helpful materials are actually undertaken by the students. Enhancement materials significantly matter for the reason that its innovativeness and logical presentation shall stimulate and sustain student's desire for learning.

The study emphasizes that activities can magnify and support teacher's instruction that will help students have better understanding of the lesson.

### **Analysis of the Learner's Performance**

In this study, performance refers to the least results obtained from the SAT for school year 2016-2017 by the Grade 8 students in English. It is often taken as an indirect indication of student's competencies/skills (Richards 2011).

Performance analysis is a comprehensive approach that aims at uncovering the process of second language acquisition. It also involves in gathering formal and informal data to help students, customers and sponsors define and achieve their goals. Performance analysis uncovers several perspectives on a problem or opportunity, determining any barriers to successful performance and proposing a solution system based on what is discovered.

According to conventional instructional design methodology, it begins with creating a model of desired performance and developing a list of skills and knowledge that people need to achieve their goal. Then current performance is analyzed- gaps between the actual skills and the desired skills are identified. At first, it is hard to see what could possibly be wrong with this model. Gap analysis is a tried and true methodology and is generally applicable in many problem solving context. Unfortunately, it followed too zealously, this approach has at least two negative, if unintended, consequences. (elc.fnda.edu/dev..analysis\_gudielines.doc).

Further, when performing an analysis, it is best to take a long term approach to ensure that the performance improvement initiatives ties in with the organization's vision, mission and values (Philips , 2014).

The above related literature conforms with the present study since teachers should have initiatives in developing instructional materials that will best fit their student's level.

### **Student's Performance**

Education in the Philippines has underwent many changes depending on the needs that the society entails for learning and teaching process of both teachers and students.

A study conducted by Bautista (2014) on “The Status of Reading Comprehension Skills in English Among Public Intermediate Pupils in Magsaysay District” has pointed out that it cannot be denied and it is an accepted fact that good teaching is an essential factor to sustain and maintain achievement among learners. Thus, educational programs must geared toward achieving student’s academic performance. (Roxas, 2014) cited to improve students success in the classroom, policy makers must understand the key role well trained teachers play in achieving this goal .

According to Mendoza (2016) the student’s performance correlates highly with the qualifications, performances and skills of their teachers. In general, professional development that is sustained and classroom focused. It must contribute to an increase both in teachers’ knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students.

Moreover, De Leon (2016) emphasized that teaching is not just a job, it is more than a job. It is a mission to carry out. Teachers are called not only to instruct pupils in our subject matter but also to be good influence on them. Teachers have the primary factors of molding the minds of the students. On the other hand, the study of Stoll, Creemers and Reezight (2014) revealed that in this reformation, school improvement is about developing strategies for educational change that strengthen the school’s organization, as well as implementing curriculum reforms in the pursuit of student performance.

Ebel (2015) disclosed that student’s performance is a potent indicator of quality. He stressed that the teacher as facilitator of learning must possess the instructional skills and thorough mastery of the content that would contribute to academic performance of the learners. He also noted that academic performance is an evidence of learner’s achievement in knowledge, skills, understanding and performance.

As noted by Thompson (2014) in his studies, the National Commission on Teaching and America’s Future illustrated the point that what teachers know and can do makes the crucial difference on what teachers can accomplish. New courses, tests, curricular reforms can be important starting points, but they are meaningless if teachers cannot use them productively. Policies can improve schools only if the people in them are armored with the knowledge, skills and support they need. More importantly, urban than just the standards dictated by the federal and state governments; urban schools need teachers who not only have the pedagogical skills and subject knowledge to draw from but are also able to think critically and reflectively about than practice and are committed to ensuring social justice and educational through the English language arts classroom and through the development of youth literacy.

The studies and literature stated above are all relevant with the study for the researcher considered that teaching is a profession that demands basic competencies necessary in carrying out effectively its noble mission of progressive human development and steadily amelioration.

## **Language and Style**

Language consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so .the language and style used in the activities affects the level of interest as well as the understanding of the readers. It must suit the level of the target reader. The same idea is shared by Pillas (2016) when she stated that instructional materials have to use language and style which can be easily understood by the students. Materials which are truly simple which guided the students in their learning activities and these are more sufficient and accepted. A well written module should be clear, simple, and orderly to make learning easy.

A language is a particular kind of system for encoding and decoding information. In its most common use, the term refers to so called ‘natural languages’-the forms of communication considered peculiar to human kind. In cognitive science, the term is also sometimes extended to refer to the human cognitive facility of creating and using language. The study emphasized that the instructional materials must be appropriate for the grade level and the language must be simple and easy to understand.

The study of Caliguia (2014) on the Computer-Based lessons in Physics for Grade 8 proved that the familiarity of the students in the language used is very important and should be made within the understanding of the students.

Textbook writing, according to Spiegler (2014), is another form of teaching wherein the teacher presents a material which must be understood by a diverse audience who is not present to provide trigger direct feedback as in the classroom.

Besides being knowledgeable about and comfortable with the subject matter, writing a good textbook requires the author adopt the perspective of the student readers, employ myriad, numerous teaching skills, and motivate students to continue reading.

Students have different interests and abilities that strengthen on what they have engaged on and learned. But what they learn also depends on the ability of the teacher to capture their attention and speak their interest through the use of appropriate instructional materials and engaging activities. Instructions to the students should be clear and easy to follow.

Alcantara (2013) on “Modify Teaching and Learning Strategy” stated that style is a writer’s way of writing, a manner by which he/she expresses his/her thoughts and feelings in language. Effective writing always involves the choice of words and expressions, the arrangement of words within sentences, and a variety in the patterns of sentences. Sentences which basically express the same idea may seem very different and much of difference is usually due to style.

On the other hand, Pollido has stated that instructional materials have to use language which can be easily understood by the students. It may be appropriate to use materials that are simple yet effective as guide for the learners to comprehend the lesson and absorb concepts being developed among learners.

The study affirmed that the appropriate use of language and style helps the learner grasp the concepts and skills they need to develop.

## Definition of Terms

For purposes of understanding the following terms are defined conceptually and operationally.

**Comprehension.** It is the act of understanding the meaning of printed symbols as contrasted with the ability to perceive and pronounce words without reference to their meaning. An individual’s ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inference.

**Content.** It is one of the bases to determine the acceptability of the enhancement material which refers to the facts contained in the module.

**Control Group.** This refers to students who underwent traditional way of teaching in the study. The group used the existing material provided by the English modules.

**Curriculum.** It is the set of courses, contents, instructional strategies, and instructional materials offered by a school. It is a perspective showing what to achieve a particular grade or standard.

**Development.** It pertains to the construction of the enhancement materials which covers lessons of Grade 8 students in English.

**Effectiveness.** This refers to the increase of test scores of the respondents before and after the exposure to the developed enhancement material.

**English.** It is one of the learning areas that develop the learners’ confidence and ability in using language of effective communication and critical thinking in the real world.

**Experimental Group.** This refers to the students of Grade 8 who used the developed enhancement materials to find out whether such would help improve their skills.

**Instructional Materials.** These are the tools of the teachers used to improve students' knowledge, abilities and skills, to monitor their assimilation of information and contribute to their overall development and upbringing.

**Objectives.** This serves as one of the decisive factors in determining the acceptability of the enhancement material for Grade 8 students in English which tells what students will be able to do or perform to achieve the level of competency.

**Performance.** As used in the study, it pertains to the outcomes of the pretest or posttest in terms of students' competencies.

**Pretest.** Evaluates knowledge of a subject matter before utilizing the material. It is often used to guide teaching.

**Posttest.** It is a test given to students after the completion of an instructional activities. It is administered to measure students' achievement and to determine the effectiveness of the developed enhancement material.

**Respondents.** These pertain to teachers who have evaluated the enhancement materials and the performance of Grade 8 students in English.

**Students Performance.** It refers to students capability in a given tasks. Such performance is identified after the evaluation process as evidence gathered in a variety of avenues (Tests, Attendance, Attitude, Assignment).

**Survey.** It seeks to identify principles about the sample design, data collection instruments, statistical adjustment of data and data processing, and final data analysis which created systematic and random survey errors. It is a method of sociological investigation that uses questions based on statistical survey to collect information or data.

**Usefulness.** This refers to the utility value of the developed enhancement materials in English.

**Validation.** It is the process of ensuring that the research instrument is valid, correct, useful and can provide data needed in the study.

## RESEARCH METHODOLOGY

This chapter presents the research design, setting of the study, subject of the study, sources of data, procedure of the study and statistical treatment.

### Research Design

The study utilized the descriptive, developmental and experimental design in order to obtain the needed data in answering the problems posed in study.

According to Fernandez, et.al (2013), descriptive method is also called statistical research and its main goal is to describe the data and the characteristics or elements of the research topics. It involves the description, recording and analysis of the present nature, composition or processes of a phenomenon. It is valuable in providing facts in which scientific judgment can be based. The data being collected are reported according to the study's objectives and the basic assumptions of the project underway. The purpose of this design is to describe the acceptability of the developed enhancement material in English in which is to be rated by the English experts and the experimental group respondents. The researcher was able to determine the strengths and weaknesses of the students in grammar, vocabulary and reading comprehension as well as the weak



competencies based on the result of the School Achievement Test for the school year 2016-2017 which became the basis in developing the enhancement material used in the course of experiment.

On the other hand, Klein J.D. and Richey P. (2015) has stated that a developmental research is a systematic study of designing , developing and evaluating instructional programs, processes and products that must meet internal consistency. It seeks to create knowledge grounded on data systematically derived from practice. It is a pragmatic type of research that offers a way to test things that has been perpetuated essentially under challenged condition. In addition, it is a way to establish new procedures, techniques and tools based upon methodical analysis of specific cases.

In this study, after determining the weakness competencies of the respondents in grammar, vocabulary and reading comprehension skills as revealed by the result of SAT SY 2016-2017 as well as the diagnostic test being administered, a module was developed in order to determine whether the developed enhancement materials is effective in enhancing the different skills of the respondents once they are exposed to it. The study is also experimental since the researcher will utilize two groups of respondents.

Mottola (2009), defined experimental design as a planned interference in the natural order of events by the researcher. He does something more than carefully observing what is occurring. This emphasis on experiment reflects the higher regard generally given to information so derived.

Furthermore, Fernandez et. al. (2013) pointed out that experimental method is the most precise form of experimental research because it tries to prove or disprove empirically a hypothesis with statistical analysis. It endeavors to know the conditions under which an event or phenomenon occurs and to observe the whole conditions closely to ensure that condition is present. It is expected to reveal the cause and effect relationships of variables of the study. Moreover, the researcher can manipulate and control one or more independent variables for variation concomitant to the manipulation of the dependent variables.

After the administration of the diagnostic test in grammar, vocabulary and reading comprehension, an enhancement material was made, the control and experimental groups, wherein the latter was exposed to the developed enhancement material compared to the control group which undergone traditional method of teaching. This experimentation process will reveal whether there is an increase in the performance of respondents in grammar, vocabulary and reading comprehension and at the same time the result of which will reveal whether the developed enhancement material can be considered effective .

After the actual conduct of the experiment, the test results were subjected for evaluation at the University Statistical Center. The researcher endorsed the data and the results were analyzed and interpreted. The researcher then started writing Chapter 4-6 and prepared for the final oral defense. Revision of the manuscript as suggested by the panel followed, then after the needed revisions, the final copy was endorsed to the researcher's adviser for approval.

## **Setting of the Study**

This study was conducted at Angono National High School (ANHS) during the school year 2018-2019. The school is located at Lt. C. Aguinaldo Street, Kalayaan, Angono, Rizal. The total population of Grade 8 is four hundred forty five (445).

There are almost two hundred strong teachers from all discipline and are considered mentors of students not only in academe but also in other extracurricular activities.

Further, the school provided teachers with trainings, seminar-workshops, conferences to further enhance their professional growth.

In order to address the weakening learning skills of the students, the English Department continuously conducts remedial classes targeting slow readers and non-readers as well as providing students' programs and activities whose aim is to help out those students with difficulties in English grammar, vocabulary, reading and reading comprehension, etc. During the celebration of the English month different activities are held such as

quiz bee, spelling bee, oratorical contest and character portrayal parade, role playing and dramatization, choral reading and poetry recitals. Also, students are mandated by subject teachers to have at least one (1) book to read per grading and come up with a book report to further their skills. These activities are intended for the teachers and students of Angono National High School to enhance instructions before applications of the lessons learned.



Figure 2 Vicinity Map Of Angono National High School Angono, Rizal

### Subject of the Study

In this study, the researcher developed an enhancement material in grammar, vocabulary and reading comprehension which was used during the experimentation. Its main concern was the assessment of performance of Grade 8 students as basis for enhancement material development. The enhancement material covered English skills namely grammar, vocabulary and reading comprehension skills. For the grammar skills, it focused on identification of adjectives, adjective complement, and completion of the conditional sentence. For vocabulary skills, the focus is on identifying meaning through context clues. For the reading comprehension skills, noting details, getting the main idea and making inferences were considered.

The respondents involved in the study were the Grade 8 students of Angono National High School and twenty (20) teachers of English from Angono National High School.

For the experimental part of the study, there were two (2) groups of students with a total of sixty (60) students. Each group consisted of 30 (thirty) students who were assigned as Group A and Group B. Group A was identified as experimental group and Group B was identified as control group. The experimental group was exposed to the developed enhancement material while the other group was identified as control group who did not use the developed enhancement material but instead used the existing material provided by the English modules.. Both groups considered the same learning competencies prescribed for Grade 8 English curriculum.

### Sources of Data

The sources of data were the results of the pretest and posttest and a questionnaire checklist for the level of effectiveness and acceptability of the developed enhancement material for Grade 8 English students. These were subjected for comments and suggestions coming from English experts for the improvement of the material. The tests were validated by the teachers of English who are considered experts. Suggestions were incorporated prior to the distribution of the questionnaire-checklist.

The researcher-made tests for Grade 8 students were prepared which consisted of 50 items each for pretest and posttest, grammar has 25 (twenty five) items; 10 (ten) items for vocabulary and 15 (fifteen) items for reading comprehension.

The questionnaire checklist was administered to the expert and student respondents to determine the level of acceptability. This contains five aspects such as objectives, usefulness, organization and presentation and language and style and evaluation. The questionnaire was validated by the English experts from Angono National High School.

The teacher-made tests and the questionnaire checklist underwent face and content validation by experts. These were further refined by the researcher's adviser.

The scale to determine the acceptability of the develop material is the following:

| Scale Value | Verbal Interpretation       | Range of Weighted Mean |
|-------------|-----------------------------|------------------------|
| 5           | Very Much Acceptable (VMA)  | 4.20 – 5.00            |
| 4           | Much Acceptable (MA)        | 3.40 – 4.19            |
| 3           | Acceptable (A)              | 2.60 – 3.39            |
| 2           | Moderately Acceptable (MoA) | 1.80 – 2.59            |
| 1           | Not Acceptable (NA)         | 1.00 – 1.79            |

## Procedure of the Study

After the proposal defense and colloquium, the researcher made a diagnostic test in English in order to know the strengths and weaknesses of the students. It was validated by the experts. The result of the diagnostic test as well as the least mastered competencies based on the result of the SAT SY 2016-2017 served as the bases for developing enhancement materials in English, teacher made tests focused on different skills were utilized in the experiment and a questionnaire checklist were prepared which was used for its level of acceptability answered by the English experts and student respondents. The developed enhancement material covers the lessons in grammar skills, vocabulary skills and reading comprehension skills where the respondents were found to be weak as revealed by the SAT SY 2016-2017. Lessons were lifted from books and internet materials. These were presented to the adviser for the approval and the content was validated by experts in the field. Before the conduct of the study permission was secured from the Principal of Angono National High School.

The researcher is the teacher of English of the two groups of students identified as Group A experimental and Group B as the control group. Experimental group was exposed to the developed enhancement material which was scheduled every Monday and Wednesday at 9 am to 10.30 am while the control group was taught using the traditional method every Monday and Wednesday from 1:00 to 2.30 pm. The same learning competencies/skills were considered for the two groups and the same set of questions for the pretest. A posttest was also developed containing the same skills to be tested but in different form. Before the start of every discussion a post test was administered. The results of the pretest were kept for future comparison with the posttest. After the experiment, the pretest and posttest were compared using proper statistical treatment to be able to get the findings of the study. The test of acceptability of the developed enhancement material was administered to English experts and the experimental group. The results of the study had undergone statistical treatment at the University Statistical Center of University of Rizal System.

## Statistical Treatment

The following statistical tools were utilized to answer the problems stated:

To determine the level of performance of the experimental and control groups before and after exposure to the developed enhancement material as revealed by the pretest and posttest results with respect to the different skills, mean and standard deviation were employed.

To determine the significant difference on the level of performance of the experimental and control group before and after exposure to the developed enhancement material as revealed by the pretest and posttest results in terms of the different skills, t-test was used.

To determine the significant difference on the level of performance of the experimental and control group after exposure to the developed enhancement material as revealed by the posttest results, t-test was used.

To determine the level of acceptability of the developed enhancement materials as evaluated by the teacher-respondents with respect to objectives, contents, usefulness, organization and presentation and language and style, weighted mean was employed.

## RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered adhering to the presentation of the problem presented in chapter 1.

### Level of Performance of the Respondents in the Experimental and Control Groups Before and After the Exposure to the Developed Enhancement Materials as Revealed by the Pretest and Posttest Results

Table 1 presents the level of performance of the respondents in the experimental and control groups as revealed by the pretest and posttest results with respect to different skills.

Table 1 Level of Performance of the Respondents in the Experimental and Control Groups as Revealed by the Pretest and Posttest Results with Respect to Different Skills

| Skills                           | Experimental |             |           |              |             |           | Control      |             |           |              |             |           |
|----------------------------------|--------------|-------------|-----------|--------------|-------------|-----------|--------------|-------------|-----------|--------------|-------------|-----------|
|                                  | Pre-test     |             |           | Post-test    |             |           | Pre-test     |             |           | Post-test    |             |           |
|                                  | Mean         | Sd          | VI        | Mean         | Sd          | VI        | Mean         | Sd          | VI        | Mean         | Sd          | VI        |
| <b>Grammar</b>                   |              |             |           |              |             |           |              |             |           |              |             |           |
| Identifying adjectives           | 3.10         | 1.67        | S         | 5.03         | 0.85        | O         | 3.40         | 1.52        | S         | 4.47         | 0.78        | VS        |
| Identifying adjective complement | 3.80         | 3.22        | FS        | 10.67        | 0.71        | O         | 2.57         | 2.46        | FS        | 9.30         | 2.23        | O         |
| Complete conditional sentence    | 2.27         | 1.66        | FS        | 5.10         | 0.61        | VS        | 2.63         | 1.22        | FS        | 4.20         | 0.41        | S         |
| <b>Total</b>                     | <b>9.17</b>  | <b>3.98</b> | <b>FS</b> | <b>20.80</b> | <b>1.35</b> | <b>O</b>  | <b>8.60</b>  | <b>3.08</b> | <b>FS</b> | <b>17.97</b> | <b>2.14</b> | <b>VS</b> |
| <b>Vocabulary</b>                |              |             |           |              |             |           |              |             |           |              |             |           |
| Using context clues              | 3.90         | 2.22        | FS        | 7.10         | 1.00        | VS        | 4.43         | 1.70        | S         | 5.53         | 0.90        | S         |
| <b>Total</b>                     | <b>3.90</b>  | <b>2.22</b> | <b>FS</b> | <b>7.10</b>  | <b>1.00</b> | <b>VS</b> | <b>4.43</b>  | <b>1.70</b> | <b>S</b>  | <b>5.53</b>  | <b>0.90</b> | <b>S</b>  |
| <b>Reading</b>                   |              |             |           |              |             |           |              |             |           |              |             |           |
| Nothing details                  | 2.13         | 1.55        | FS        | 4.93         | 0.74        | O         | 2.63         | 1.56        | S         | 4.90         | 1.00        | O         |
| Making inferences                | 1.83         | 1.32        | FS        | 3.73         | 0.69        | VS        | 1.43         | 0.94        | FS        | 3.03         | 0.18        | VS        |
| Getting the main idea            | 1.63         | 1.13        | S         | 3.13         | 0.51        | VS        | 1.40         | 1.07        | FS        | 2.70         | 0.75        | VS        |
| <b>Total</b>                     | <b>5.60</b>  | <b>3.07</b> | <b>FS</b> | <b>11.80</b> | <b>1.13</b> | <b>VS</b> | <b>5.47</b>  | <b>2.61</b> | <b>FS</b> | <b>10.63</b> | <b>1.38</b> | <b>VS</b> |
| <b>Grand total</b>               | <b>18.67</b> | <b>7.45</b> | <b>FS</b> | <b>39.70</b> | <b>2.56</b> | <b>VS</b> | <b>18.50</b> | <b>4.99</b> | <b>FS</b> | <b>34.13</b> | <b>2.71</b> | <b>VS</b> |

It could be seen from the data in Table 1 the different skills that must be developed among Grade 8 of the K to 12 program under the experimental group. In the pretest, the respondents performed fairly satisfactory on the different skills such as grammar, vocabulary and reading which obtained a standard deviation of 3.98, 2.22 and 3.07 respectively. As revealed by the posttest, the respondents performed “Outstanding “ in grammar with standard deviation of 1.35 while in the vocabulary and reading comprehension skills respondents obtained a standard deviation of 1.00 and 1.13 respectively with an interpretation of “Very Satisfactory”. On the other hand, the control group respondents performed “Very Satisfactory” in grammar and reading skills with a standard deviation of 2.14 and 1.38 respectively while in the vocabulary skill respondents obtained a “Satisfactory” performance with a standard deviation of 0.90. The overall performance of the respondents in the control and experimental groups revealed a “Very Satisfactory” performance in the posttest with a standard deviation of 2.56 and 2.71 respectively.



The findings imply that the level of performance of Grade 8 respondents evidently improved in the posttest. It can be inferred that the developed enhancement materials significantly improved the student's learning competencies in English.

Results conform with the study conducted by Gonzales (2014) on "Instructional Guide in Enhancing the Reading Skills for Children with Learning Difficulties". The study yielded that the instructional guide she prepared increased/improved the performance of the students based on the results revealed in the pretest and posttest. Before the utilization of the instructional guide, the level of the performance of the pupils was poor and need improvement evidenced by the pretest mean score of 4.86 and mean performance score of 62.15. On the other hand, after the utilization of the developed instructional guide, the pupils have very satisfactory level of performance as revealed by the posttest mean score of 15.29 with mean performance score of 85.82. Thus, there was a significant difference exists between the pretest and posttest and the developed instructional guide was highly acceptable in improving Grade 8 competencies.

Thus, development of appropriate instructional material along with suitable strategies to enhance students' performance play a vital role in educating the youth who have difficulty in some areas of English learning skills.

### Level of Performance of the Respondents in the Experimental and Control Groups as Revealed in the Pretest and Posttest Results with Respect to the Different Skills

Table 2-A exhibits the level of performance of the respondents in the experimental group as revealed in the pretest and posttest results with respect to the different skills.

Examining the data on Table 2-A on the next page, it could be observed that respondents in the experimental group performed significantly in the different skills considering that the computed value is greater than the t-value at 2.05 level of significance.

Table 2-A Level of Performance of the Respondents in the Experimental Group as Revealed by the Pretest and Posttest Results with Respect to Different Skills

| Skills                           |          | Mean  | Sd   | Mean Diff. | t     | df | Sig. | Ho | VI |
|----------------------------------|----------|-------|------|------------|-------|----|------|----|----|
| Grammar                          |          |       |      |            |       |    |      |    |    |
| Identifying adjectives           | Pretest  | 3.10  | 1.67 | 1.93       | 7.03  | 29 | .000 | R  | S  |
|                                  | Posttest | 5.03  | 0.85 |            |       |    |      |    |    |
| Identifying adjective complement | Pretest  | 3.80  | 3.22 | 6.87       | 11.33 | 29 | .000 | R  | S  |
|                                  | Posttest | 10.67 | 0.71 |            |       |    |      |    |    |
| Complete conditional sentence    | Pretest  | 2.27  | 1.66 | 2.83       | 9.45  | 29 | .000 | R  | S  |
|                                  | Posttest | 5.10  | 0.61 |            |       |    |      |    |    |
| Average                          | Pretest  | 9.17  | 3.98 | 11.63      | 15.55 | 29 | .000 | R  | S  |
|                                  | Posttest | 20.80 | 1.35 |            |       |    |      |    |    |
| Vocabulary                       |          |       |      |            |       |    |      |    |    |
| Using context clues              | Pretest  | 3.90  | 2.22 | 3.20       | 8.19  | 29 | .000 | R  | S  |
|                                  | Posttest | 7.10  | 1.00 |            |       |    |      |    |    |
| Average                          | Pretest  | 3.90  | 2.22 | 3.20       | 8.19  | 29 | .000 | R  | S  |
|                                  | Posttest | 7.10  | 1.00 |            |       |    |      |    |    |
| Reading                          |          |       |      |            |       |    |      |    |    |
| Nothing details                  | Pretest  | 2.13  | 1.55 | 2.80       | 11.16 | 29 | .000 | R  | S  |
|                                  | Posttest | 4.93  | 0.74 |            |       |    |      |    |    |
| Making inferences                | Pretest  | 1.83  | 1.32 | 1.90       | 6.48  | 29 | .000 | R  | S  |
|                                  | Posttest | 3.73  | 0.69 |            |       |    |      |    |    |
| Getting the main idea            | Pretest  | 1.63  | 1.13 | 1.50       | 8.76  | 29 | .000 | R  | S  |
|                                  | Posttest | 3.13  | 0.51 |            |       |    |      |    |    |
| Average                          | Pretest  | 5.60  | 3.07 | 6.20       | 11.93 | 29 | .000 | R  | S  |
|                                  | Posttest | 11.80 | 1.13 |            |       |    |      |    |    |
| MEAN                             | Pretest  | 18.67 | 7.45 | 21.03      | 16.98 | 29 | .000 | R  | S  |
|                                  | Posttest | 39.70 | 2.56 |            |       |    |      |    |    |

It could be observed from the data that respondents in the experimental group performed significantly in the different skills considering that the computed value is greater than the t-value at .05 level.



The findings imply that the level of performance with respect to different skills in grammar, vocabulary and reading comprehension are all equally important that must be developed among the students. In addition, the development of modules and other teaching materials should be an initiative of a teacher on every learning output of the students.

According to Mendoza (2013) on the “Effectiveness of School Improvement Plan in Public Elementary Schools in the District of Cainta”, the academic success of students correlates highly with the qualifications, performances and skills of their teachers. In general, professional development that is sustained and classroom focused. It must contribute to an increase both in teacher’s knowledge of the academic subject they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students.

Similarly, Table 2-B on the next page, shows that respondents in the control group performed significantly in the different skills considering that computed value is greater than the t-value at 2.05. Data implied that both the experimental and control group of respondents achieved greater knowledge after both were exposed to enhancement materials.

The findings show that respondents in the control group performed significantly in the different skills considering that the computed value is greater than the t-value of 2.05.

The data imply that the experimental group respondents achieved greater knowledge than the control group after both were exposed to the developed enhancement materials.

Thompson (2015) in his study on “Teaching America’s Future on Logical Thinking”, found out that teachers should be able to prepare appropriate enhancement materials to enhance the quality of their lessons. The quality of those materials is beneficial as a strategy in introducing basic information to an entire class, freeing the lecture discussion hours for more discussions and less lecture and enrichment activity for talented students, a strategy for make-up for all students with low vocabulary and reading comprehension level.

Table 2-B Level of Performance of the Respondents in the Control Group as Revealed by the Pretest and Posttest

|                                  |          | Mean  | Sd   | Mean Diff. | t     | df | Sig. | Ho | VI |
|----------------------------------|----------|-------|------|------------|-------|----|------|----|----|
| <b>Grammar</b>                   |          |       |      |            |       |    |      |    |    |
| Identifying adjectives           | Pretest  | 3.40  | 1.52 | 1.07       | 4.86  | 29 | .000 | R  | S  |
|                                  | Posttest | 4.47  | 0.78 |            |       |    |      |    |    |
| Identifying adjective complement | Pretest  | 2.57  | 2.46 | 6.73       | 11.32 | 29 | .000 | R  | S  |
|                                  | Posttest | 9.30  | 2.23 |            |       |    |      |    |    |
| Complete conditional sentence    | Pretest  | 2.63  | 1.22 | 1.57       | 7.37  | 29 | .000 | R  | S  |
|                                  | Posttest | 4.20  | 0.41 |            |       |    |      |    |    |
| <b>Average</b>                   | Pretest  | 8.60  | 3.08 | 9.37       | 13.01 | 29 | .000 | R  | S  |
|                                  | Posttest | 17.97 | 2.14 |            |       |    |      |    |    |
| <b>Vocabulary</b>                |          |       |      |            |       |    |      |    |    |
| Using context clues              | Pretest  | 4.43  | 1.70 | 1.10       | 4.47  | 29 | .000 | R  | S  |
|                                  | Posttest | 5.53  | 1.90 |            |       |    |      |    |    |
| <b>Average</b>                   | Pretest  | 4.43  | 1.70 | 1.10       | 4.47  | 29 | .000 | R  | S  |
|                                  | Posttest | 5.53  | 0.90 |            |       |    |      |    |    |
| <b>Reading</b>                   |          |       |      |            |       |    |      |    |    |
| Nothing details                  | Pretest  | 2.63  | 1.56 | 2.27       | 6.69  | 29 | .000 | R  | S  |
|                                  | Posttest | 4.90  | 1.00 |            |       |    |      |    |    |
| Making inferences                | Pretest  | 1.43  | 0.94 | 1.60       | 9.40  | 29 | .000 | R  | S  |
|                                  | Posttest | 3.03  | 0.18 |            |       |    |      |    |    |
| Getting the main idea            | Pretest  | 1.40  | 1.07 | 1.30       | 6.55  | 29 | .000 | R  | S  |
|                                  | Posttest | 2.70  | 0.75 |            |       |    |      |    |    |
| <b>Average</b>                   | Pretest  | 5.47  | 2.61 | 5.17       | 9.92  | 29 | .000 | R  | S  |
|                                  | Posttest | 10.63 | 1.38 |            |       |    |      |    |    |
| <b>Grand MEAN</b>                | Pretest  | 18.50 | 4.99 | 15.63      | 15.86 | 29 | .000 | R  | S  |
|                                  | Posttest | 34,13 | 2.71 |            |       |    |      |    |    |

## Results with Respect to Different Skills

Daniel, et.al (2015) on the” Effectiveness of Instructional Materials in Teaching Science to Grade VI Pupils” cited that there is a need for all sectors to provide academic upliftment of studies. He encourages the teachers to write and develop instructional materials which are adaptable to the kind of community they serve. He added that instructional materials must be used to increase motivation and as device to stimulate interests of his students.

### Significant Difference on the Level of Performance of the Respondents in the Experimental and Control Groups as Revealed by the Posttest Results with Respect to the Different Skills

Table 3 reflects the significant difference on the level of performance of the respondents in the posttest results with respect to the different skills.

A review of the data on Table 3 on the next page, revealed that the respondents in the experimental and control groups of Grade 8 students attained significant differences in all skills except in noting details. All the null hypotheses were rejected considering that the tabular value is greater than the computed value at 2.05 level of significance. Noting details obtained a tabular value of 0.15 which is lower than the computed value.

It could be deduced from the table, that the respondents in the control and experimental groups were actively participating in the performance of their task in the different skills in English 8.

The findings imply that the students who were exposed to the developed enhancement materials significantly improved in performance than those who were not given the enhancement activity. Further, it implies that using enhancement materials in the classroom could be beneficial for student development learning skills.

Table 3 Significant Difference on the Level of Performance of the Respondents in the Experimental and Control Groups as Revealed by the Posttest Results with Respect to the Different Skills

|                                  | Group        | Mean  | Sd   | Mean.<br>Diff. | t    | df | Sig. | Ho | VI |
|----------------------------------|--------------|-------|------|----------------|------|----|------|----|----|
| <b>Grammar</b>                   |              |       |      |                |      |    |      |    |    |
| Identifying adjectives           | Experimental | 5.03  | 0.85 | 0.57           | 2.70 | 58 | .009 | R  | S  |
|                                  | Control      | 4.47  | 0.78 |                |      |    |      |    |    |
| Identifying adjective complement | Experimental | 10.67 | 0.71 | 1.37           | 3.20 | 58 | .003 | R  | S  |
|                                  | Control      | 9.30  | 2.23 |                |      |    |      |    |    |
| Complete conditional sentence    | Experimental | 5.10  | 0.61 | 0.90           | 6.74 | 58 | .000 | R  | S  |
|                                  | Control      | 4.20  | 0.41 |                |      |    |      |    |    |
| <b>Average</b>                   | Experimental | 20.80 | 1.35 | 2.83           | 6.13 | 58 | .000 | R  | S  |
|                                  | Control      | 17.97 | 2.14 |                |      |    |      |    |    |
| <b>Vocabulary</b>                |              |       |      |                |      |    |      |    |    |
| Using context clues              | Experimental | 7.10  | 1.00 | 1.57           | 6.40 | 58 | .000 | R  | S  |
|                                  | Control      | 5.53  | 0.90 |                |      |    |      |    |    |
| <b>Average</b>                   | Experimental | 7.10  | 1.00 | 1.57           | 6.40 | 58 | .000 | R  | S  |
|                                  | Control      | 5.53  | 0.90 |                |      |    |      |    |    |
| <b>Reading</b>                   |              |       |      |                |      |    |      |    |    |
| Nothing details                  | Experimental | 4.93  | 0.74 | 0.03           | 0.15 | 58 | .883 | FR | NS |
|                                  | Control      | 4.90  | 1.00 |                |      |    |      |    |    |
| Making inferences                | Experimental | 3.73  | 0.69 | 0.70           | 5.36 | 58 | .000 | R  | S  |
|                                  | Control      | 3.03  | 0.18 |                |      |    |      |    |    |
| Getting the main idea            | Experimental | 3.13  | 0.51 | 0.43           | 2.62 | 58 | .012 | R  | S  |
|                                  | Control      | 2.70  | 0.75 |                |      |    |      |    |    |
| Average                          | Experimental | 11.80 | 1.13 | 1.17           | 3.59 | 58 | .001 | R  | S  |
|                                  | Control      | 10.63 | 1.38 |                |      |    |      |    |    |
| Overall                          | Experimental | 39.70 | 2.56 | 5.57           | 8.17 | 58 | .000 | R  | S  |
|                                  | Control      | 34.13 | 2.71 |                |      |    |      |    |    |

A review of the data on the Table 3 revealed that the respondent in the experimental and control groups of Grade 8 students attained significant differences in all skills except in noting details. All the null hypotheses were rejected considering that the tabular value is greater than the computed value at 2.05 level of significance. Noting details obtained a tabular value of 0.15 which is lower than the computed value.

This supports the study of Dejardo (2013) on "Performance in Mathematics of Fourth Year High School Students on URS" when he cited that the utilization of instructional materials promotes better understanding of the lesson and made students performed better, too.

Pillas (2013) on the "Development and Validation of Competency-Based Enhancement Material in Reading for English I", emphasized that, it should be guided by the views and theories of language and language learning.

Furthermore, the study of Kohler et.al. (2014) on "Using Mathematical Games to Align Classroom Materials with the Common Core" states that enrichment activities can provide an opportunity to play through simulated environments. These activities are not necessarily a distraction from learning, but rather an integral part of learning and intellectual development.

### **Level of Acceptability of the Developed Enhancement Material in English Grade 8 with Respect to Objectives**

Table 4 on the next page shows the level of acceptability of the developed enhancement materials with respect to objectives.

The findings reveal that in terms of objectives, the average mean score of the respondents is 4.90 and interpreted as "Very Much Acceptable".

Table 4 Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Objectives

| <b>Objectives</b>   | <b>Mean</b> | <b>VI</b>  |
|---|-------------|------------|
| 1.The objectives are specific and clearly stated                            | 5.00        | VMA        |
| 2. The objectives are stated in the three (3) domains) of learning.         | 4.85        | VMA        |
| 3. The objectives are measurable and attainable.                            | 4.95        | VMA        |
| 4. The objectives are stated in different levels of Taxonomy of objectives. | 4.85        | VMA        |
| 5. Provide various learning activities for individual differences.          | 4.85        | VMA        |
| <b>Average</b>  | <b>4.90</b> | <b>VMA</b> |

The results imply that the objectives used in each lesson are attainable, measurable, and indeed essential for student's development.

The results conform to the findings of Slavin (2012) on Strategies of Effectiveness Teaching, that setting objectives at the beginning of a course is an important procedure to provide a framework in which individual lesson will fit. It is also necessary to provide the students an overview of what is expected of him or her. Furthermore, stressing the essential of instructional materials in meaningful and effective teaching was also considered in the study.

Relative to this, the study of Mottola (2014) cited that the learning objectives must include the three components : a) performance b) conditions and c) criteria in order to contribute in focusing more by keeping things clear, concise and by removing ambiguity.

Furthermore, Roque (2015) on Philippine Informal Reading, cited that objectives set the basic targets that study aims to attain. It is a part of any instructional materials like enhancement materials in English for Grade 8. These findings show that the formulation of the objectives are important in facilitating the teaching and learning process. Objectives provide direction for the lesson to achieve goals.

## Level of Acceptability of the Developed Enhancement Material With Respect to Content

Table 5 presents the level of acceptability of the developed enhancement materials with respect to content.

Table 5 Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Content

| Content   | Mean        | VI         |
|---|-------------|------------|
| 1. Words used are clear, substantive and easy to understand.            | 4.90        | VMA        |
| 2. Integrate cognitive, affective and psychomotor elements.             | 4.85        | VMA        |
| 3. Provides clear and descriptive illustration of the lessons.          | 4.90        | VMA        |
| 4. Motivates the learning interests of the students in different tasks. | 4.90        | VMA        |
| 5. The questions are arranged from easy to difficult.                   | 5.00        | VMA        |
| <b>Average</b>  | <b>4.91</b> | <b>VMA</b> |

The table indicates that the content of the developed enhancement material in English as perceived by the respondents are “Very Much Acceptable” as indicated by the overall mean of 4.91.

The findings imply that the developed enhancement materials which included lessons and activities that provide necessary competencies are useful and effective in the teaching-learning process.

This conformed with the study of Pillas (2013) on the “Development and Validation of Competency-Based Enhancement Material in Reading for Grade 1” stated that the developed enhancement material in English is rich in content and its activities provided an appropriate knowledge needed for effective learning to take place.

In another study, Villas (2014) on the “Performance of Freshmen Students on the Use of Function Words” cited in her study that in order to achieve the objectives, the topics should be well presented and illustrated with enough support features, exercises and activities.

Furthermore, Sibal (2014) on the “Effectiveness of Exploratory Method in Teaching Information and Communication Technology”, cited that in order to achieve the objectives, the topics should be well presented and illustrated with enough support features, exercises and activities.

## Level of Acceptability of the Developed Enhancement Material With Respect to Usefulness

Table 6 below, shows the level of acceptability of the developed enhancement material with respect to usefulness.

Table 6 Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Usefulness

| Usefulness  | Mean        | VI         |
|---|-------------|------------|
| The materials make learning more effective, enjoyable and interesting.            | 4.85        | VMA        |
| The materials encourage students to work independently and at their own pace.     | 4.75        | VMA        |
| The materials are useful in enforcing transfer of learning.                       | 4.85        | VMA        |
| The materials are very useful to the teacher in teaching competencies.            | 4.90        | VMA        |
| The materials possess the competencies designed to develop skills among students. | 4.85        | VMA        |
| <b>Average</b>  | <b>4.84</b> | <b>VMA</b> |

It reveals that in terms of usefulness, the average mean score of the respondents is 4.84 and interpreted as “Very Much Acceptable”.

Results indicate that the experts have found the developed enhancement material appropriate in developing the competencies/skills of the students.

The result gathered is related to the study conducted by Garrovillas (2012) on “Development and Validation of Enhancement Materials in Reading” which emphasized the importance of instructional materials in the classroom to catch the interest and understanding of the pupils to help the teachers do better. One of the things that are taken into consideration is to be able to help not only to students who will undergo intervention program but as well as the teachers who will be teaching the basic lessons in Reading. The material is useful for both the learners and the mentors to achieve the main goal of making the students improved their learning skills in English.

The study of Mendoza (2016) on Effectiveness of School Improvement Plan in Public Elementary Schools in the District of Cainta” relates with the recent study in terms of usefulness which states that lessons and activities can influence performance and student’s learning of the subject.

Teaching intervention applied showed a beneficial factor which leads to better learning of students.

### **Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Organization and Presentation**

Table 7 manifests the level of acceptability of the developed enhancement material with respect to organization and presentation.

Table 7 Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Organization and Presentation

| <b>Organization and Presentation</b>                                  | <b>Mean</b> | <b>VI</b>  |
|---|-------------|------------|
| The objectives of every topic are stated in behavioral terms..        | 4.85        | VMA        |
| Illustrations are well presented.                                     | 4.85        | VMA        |
| Pictures are sufficient enough to realize the objectives.             | 4.75        | VMA        |
| Illustrative drawing allows students to exercise conceptual thinking. | 4.85        | VMA        |
| Lessons in each topic are well presented for better understanding.    | 4.90        | VMA        |
| <b>Average</b>  | <b>4.84</b> | <b>VMA</b> |

The table reveals that in terms of the organization and presentation, the average mean score of the respondents is 4.84 and interpreted as “Very Much Acceptable”.

This implies that experts perceive that the developed materials presents the lesson clearly. The topics and activities are logically arranged and properly presented to arouse the interest of the learners and to guide the teachers in teaching.

The table affirms the findings of Pillas (2013) which states that the respondents are satisfied with the organization of the lesson in the activity. It also appears that the presentation used in the developed enhancement materials captures the attention of the reader because the illustrations are well-presented and accepted.

This is also supported by the conclusion of Lamorgrar (2012)on “Reading Level of Grade 7 Students: Basis for the Development of Enhancement Activities” that developed enhancement materials are effective enough to motivate students to learn through proper organization and well-presented topics and were considered more accessible.

In the present study, the organization of the lessons starts from the basic knowledge down to the complex ones. Since the developed material is intended for Grade 8 English students it is a must that the lessons must be chronologically arranged according to the level of difficulty. The proper sequence of the lessons guides and motivates students to learn, to love and to enjoy the English language.



## Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Language and Style

Table 8 presents the level of acceptability of the developed enhancement material with respect to language and style.

Table 8 Level of Acceptability of the Developed Enhancement Material in English Grade 8 With Respect to Language and Style

| Language and Style   | Mean        | VI         |
|--|-------------|------------|
| There is a progress and continuity of ideas on the sentence of each paragraph.   | 4.85        | VMA        |
| The sentence structure gives clear information about the topic and is suited for the student's level of comprehension. | 4.95        | VMA        |
| The arrangement of words are appropriate to the ability of the students.   | 5.00        | VMA        |
| There are sufficient provisions for learning new meanings.   | 4.90        | VMA        |
| The language used encourages the learners to read.   | 4.95        | VMA        |
| <b>Average</b>   | <b>4.93</b> | <b>VMA</b> |

The table reveals that in terms of language and style, the average mean score of the respondents is 4.93 and interpreted as "Very Much Acceptable".

This implies that the direction gave clear information about the topic that the language used were simple and easy to comprehend, that the language structure used avoid misrepresentation, that there are provisions for learning new meaning, and that the language used were suitable to the ability of the students.

This conforms to the study of Razalan (2012) on Development and Validation of a Module in Creative Writing for Gifted Students". Based on his findings, he stated that the language used should always be easily understood by the learners. Moreover, he said that a well-written module should be clear, simple and orderly to make learning easy. This is important for the teachers to impart the knowledge effectively and efficiently and make learning fun and interesting. The study also concluded that the language and style along with varied activities and techniques were very helpful to learners, and the sharing of teaching and learning was evident allowing students to work confidently and independently because they could follow the instructions easily using simple words that were easy to understand .

The result of the present investigation strengthened the study of Castolo (2013) on "Development and Validation of Reading Comprehension Enhancement Activities in English II" states that the learning styles have a big contribution to the academic performance of a student. awareness of one's learning style will help a person maximize his potential in accumulating to the best of his ability with the use of his preferred learning styles. The teacher's awareness of the students learning styles will help him/her teaching strategies that would maximize the student's learning potential.

In this regard, the study is related to her findings for it follows mentioned characteristics in terms of language and style. The researcher uses simple words for she considers the level of the participants. Colorful pictures are also used in order to help them to easily understand the different words and phrases. This technique helps them improve their learning competencies.

## Summary of the Assessment as Evaluated by the Experts on the Level of Acceptability of the Developed Enhancement Material in English Grade 8

Table 9 on the next page illustrates the summary of assessment made by the experts on the level of acceptability of the developed enhancement material in English 8 with respect to the different competencies/skills.

Table 9 Composite Table on the Level of Acceptability of the Developed Enhancement Material in English Grade 8

| Language and Style            | Mean        | VI  |
|-------------------------------|-------------|-----|
| Objectives                    | 4.90        | VMA |
| Content                       | 4.91        | VMA |
| Usefulness                    | 4.84        | VMA |
| Organization and Presentation | 4.84        | VMA |
| Language and Style            | 4.93        | VMA |
| <b>Average</b>                | <b>4.88</b> | VMA |

As shown on the table, the developed enhancement material in English is “Very Much Acceptable” with respect to objectives, contents, usefulness organization and presentation and language and style. Language and style obtained the highest mean of 4.93 followed by the content with a mean of 4.91. Third in rank is the objectives with a mean of 4.90 . Both usefulness and organization and presentation obtained the same mean of 4.84.

This implies that the experts agreed on the utilization of the developed enhancement materials in teaching English with respect to the different competencies/skills. With the use of the materials, it would lessen the difficulty of the teachers in imparting the knowledge effectively to the Grade 8 students.

The study of Santiago (2013) entitled “Effectiveness and Acceptability of Module in Intermediate Algebra” supported the present study since both studies were found to be “Very Much Acceptable” as instructional materials and effective to entice the interest and understanding of the students.

Likewise, the findings Ramos confirms the result of the present study, hence, the developed enhancement material in English is accepted by teachers as well as students.

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations based from the given specific problem.

### Summary of Findings

From the thorough analysis of data collected and results obtained in the previous discussion, the following findings are hereby summarized.

#### On The Level Performance Of The Control And Experimental Groups As Revealed By The Pre-Test And Post-Test Results With Respect To The English Skills

The over-all level of performance of both experimental and control group revealed “Very Satisfactory” performance in terms of the different skills in the pre-test and post-test with standard deviation of 2.56 and 2.71 respectively.

#### On The Significant Difference On The Performance Of The Control And Experimental Groups In The Pre-Test And Post-Test Before And After Exposure To The Developed Enhancement Materials

Both the control and experimental groups of respondents achieved greater knowledge in the different skills in English 8 after exposure to the developed enhancement material.

#### On The Significant Differences On The Level Of Performance Of The Respondents In The Control And Experimental Groups As Revealed In The Post-Test Result With Respect To The Different Skills

The results indicate that significant differences exists in all skills except in noting details. The noting details obtained a tabular value of 0.15 which is lower than the computed value.

As a whole, the null hypothesis is rejected considering that the tabular value is greater than the computed value at 2.05 level of performance.

### **On The Level Of Acceptability Of The Developed Enhancement Materials for Grade 8 English With Respect To Objectives, Content, Usefulness, Organization and Presentation and Language And Style**

On the level of acceptability of the developed enhancement materials for Grade 8 English with respect to objectives, content, usefulness, organization and presentation and language and style is “Very Much Acceptable”.

### **Conclusions**

On the basis of the summary of findings , the following conclusions are drawn:

1. The developed enhancement materials in English skills are effective, thus, improved the performance of the students in different learning skills.
2. Students who were exposed to the developed enhancement materials in English performed better in their post-test scores.
3. The developed enhancement materials conform with the desired skills to be developed among Grade 8 considering that such is very much accepted.

### **Recommendations**

In the light of the findings and conclusions, the following recommendations are hereby offered:

1. The developed enhancement materials in English can be used by both students and teachers to improve the teaching and learning process.
2. School administrators/school head in English should initiate the conduct of training/seminar on development of enhancement material as support to the existing materials.
3. A similar study may be conducted to validate the results of this research.

### **The Output**

This chapter presents the output of the study based from the gathered information, findings and conclusions drawn:

The output of the study is the developed enhancement material in English for Grade 8 students. It was developed to serve as a vehicle for learning new concepts and skills or the reinforcement of learning skills already acquired. The competencies used were based on their level of comprehension..

The enhancement materials consisted of grammar, vocabulary and reading comprehension were based on the K to 12 Curriculum identified by the DepEd. It is a self-paced material that provides clear understanding on the different learning skills

Part 1 is Grammar. It has three interesting topics such as Identifying the Adjectives, Identifying the Adjective Complement and Using Conditionals. The activities include colorful pictures so as to guide students in mastering and accomplishing assigned topics

Part 2 is Vocabulary. It is enjoyable and consists of one topic which is Using Context Clues. The activity contains 3 stories with colorful pictures to catch the attention of the students. Drill method was used especially repeating hint words to help students define a difficult word.

Part 3 is Reading Comprehension. It has three interrelated topics such as Noting Details, Making Inferences and Getting the Main Idea. Questions method was provided to know if students understand and comprehend what they have read.

The strategies and techniques used in evaluating the developed enhancement materials proved to be worthwhile in application to the classroom instructions, hence, it motivates the students in acquiring English learning competencies.

### Approval Sheet

This thesis entitled **PERFORMANCE ANALYSIS OF GRADE 8 STUDENTS IN ENGLISH: BASIS FOR ENHANCEMENT MATERIAL DEVELOPMENT** prepared and submitted in partial fulfillment of the requirements for the degree Master of Arts in Teaching Major in English by **ANALYN DE JESUS-LIPIO** is hereby recommended for approval.

**DR. ISABELITA S. BACUD**

Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Teaching major in English by the Oral Examination Committee.

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Teaching major in English.

**ALLEN U. BAUTISTA, Ed.D.**

Date

Dean, Graduate School

### ACKNOWLEDGEMENT

The researcher would like to express her sincerest gratitude and wholehearted appreciation to the following:

DR. ALLEN U. BAUTISTA, Dean of the Graduate School, for granting the approval to conduct this study.

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MRS. MA. ELENA V. BERNARDO and TEACHERS of Angono National High School for sharing their precious time in answering the questionnaire;

Her FAMILY, RELATIVES and FRIENDS, for their prayers, love and untiring support to her all the time;

And most of all, the LORD ALMIGHTY, for all the blessings He showered upon her. To Him she offers this and gives back the glory.

The Researcher

### Dedication

This piece of work is lovingly dedicated to the following:

To the Lord Almighty, for the great providence of strength and wisdom to accomplish things in accordance to His will;

To her brothers; Arman De Jesus, Arvin De Jesus, Andrew De Jesus and Alexis De Jesus, sister Angeline Ladi and sister-in-law Cherry Mae Securata as well as to their respective families for supporting her to pursue her studies.

To her friends “The Bubbly Buddies” for making her feel confident all the time and for providing information, advice, assistance and friendship. ; And of course to her supportive, loving husband Charlie R. Lipio and lovable daughters Alliah Czerine D. Lipio and Athena Charlene D. Lipio, for continuously praying and understanding her throughout the process of doing this research.

**THANK YOU AND GOD BLESS!**

- Ana

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## APPENDIX

### Gantt Chart

| Activities                      | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March |
|---------------------------------|------|------|------|-------|------|------|------|------|------|-------|
| Planning                        | →    |      |      |       |      |      |      |      |      |       |
| Title Defense                   | →    | →    |      |       |      |      |      |      |      |       |
| Gathering of Related Literature | →    | →    | →    |       |      |      |      |      |      |       |
| Development of Chapters 1 – 3   |      | →    | →    | →     |      |      |      |      |      |       |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| Checking Consultation /  |  |  |  |  |  |  |  |  |  |
| Revision of Chapters 1- 3                                      |  |  |  |  |  |  |  |  |  |
| Checking Consultation /  |  |  |  |  |  |  |  |  |  |
| Colloquium   |  |  |  |  |  |  |  |  |  |
| Checking of the Colloquium Paper                               |  |  |  |  |  |  |  |  |  |
| Conduct of the experiment/ administration of the questionnaire |  |  |  |  |  |  |  |  |  |
| Accomplishment of Chapter 4 -6                                 |  |  |  |  |  |  |  |  |  |
| Final Defense  |  |  |  |  |  |  |  |  |  |
| Revision   |  |  |  |  |  |  |  |  |  |
| Submission of the revised copy                                 |  |  |  |  |  |  |  |  |  |

## Appendix B

Republic of the Philippines

COMMISSION OF HIGHER EDUCATION

Region IV – A (CALABARZON)

**UNIVERSITY OF RIZAL SYSTEM**

Morong, Rizal

March 7, 2018

**DR. MARITES A. IBANEZ, CESO V**

Schools Division Superintendent

Division of Rizal

Madam:

Good day and Mabuhay!

I have the honor to request permission to conduct a study at Angono National High School. This is in relation to my approved thesis entitled **“PERFORMANCE ANALYSIS OF GRADE 8 STUDENTS IN ENGLISH:**

**BASIS FOR ENHANCEMENT MATERIAL DEVELOPMENT”**, which is a requirement for the degree of Master of Arts in Teaching English.

The study requires a descriptive-evaluative and experimental designs, thus the respondents will be Grade 8 students of Angono National High School and the teachers of English of the said school.

The positive response and favorable action of your good office in this matter shall be highly appreciated.

Very truly yours,

**ANALYN D. LIPIO**

Recommending Approval:

Researcher

**DR. EVELYN R. MINA**

Research Coordinator

Noted:

Approved:

**DR. ISABELITA S. BACUD**

**DR. MARITES A. IBANEZ, CESO V**

Thesis Adviser

Schools Division Superintendent

Appendix

Republic of the Philippines

DEPARTMENT OF EDUCATION

Region IV – A (CALABARZON)

**UNIVERSITY OF RIZAL SYSTEM**

Morong, Rizal

June 1, 2018

MRS. MA. ELENA V. BERNARDO

Principal IV

Angono National High School

Angono, Rizal

Sir:

Good day!

I have the honor to request permission to conduct a study at Angono National High School. This is in connection to my approved thesis entitled **“PERFORMANCE ANALYSIS OF GRADE 8 STUDENTS IN ENGLISH: BASIS FOR ENHANCEMENT MATERIAL DEVELOPMENT”**, which is a requirement for the degree Masters of Arts in Teaching major in English.

The study requires a descriptive-evaluative and experimental designs, thus the respondents will be the two sections of Grade 8 students of Angono National High School and the teachers of English of the said school.

Hoping for your kind consideration and most favorable response on this matter.

Thank you very much and God Bless!

Very truly yours,

**ANALYN D. LIPIO**

Researcher

Noted by:

**DR. ISABELITA S. BACUD**

Thesis Adviser

Appendix

Republic of the Philippines

DEPARTMENT OF EDUCATION

Region IV – A (CALABARZON)

**UNIVERSITY OF RIZAL SYSTEM**

Morong, Rizal

GRADUATE SCHOOL

June 1, 2018

Sir/Madam:

Good Day and Mabuhay!

The undersigned is conducting a study entitled “**PERFORMANCE ANALYSIS OF GRADE 8 STUDENTS IN ENGLISH: BASIS FOR ENHANCEMENT MATERIAL DEVELOPMENT**”, which is a requirement for the Degree of Master of Arts in Teaching English.

In view of the need to finish my research, may I request you to validate the content of the enhancement material that shall be used by the respondents.

The positive response and favorable action of your good office in this matter shall be appreciated.

Thank you very much. God Bless and More Power.

Very truly yours,

**ANALYN D. LIPIO**

Researcher

Noted by:

**DR. ISABELITA S. BACUD**

Thesis Adviser

Republic of the Philippines

UNIVERSITY OF RIZAL SYSTEM

Morong, Rizal

GRADUATE SCHOOL

**CERTIFICATE OF CONTENT VALIDATION**

This is to certify that research instrument such as enhancement materials used by the researcher in the conduct of the study entitled “ Performance Analysis of Grade 8 Students in English: Basis for Enhancement Material Development” had been validated by the following experts.

|    | NAME | SIGNATURE |
|----|------|-----------|
| 1  |      |           |
| 2  |      |           |
| 3  |      |           |
| 4  |      |           |
| 5  |      |           |
| 6  |      |           |
| 7  |      |           |
| 8  |      |           |
| 9  |      |           |
| 10 |      |           |
| 11 |      |           |
| 12 |      |           |
| 13 |      |           |
| 14 |      |           |
| 15 |      |           |
| 16 |      |           |
| 17 |      |           |
| 18 |      |           |
| 19 |      |           |
| 20 |      |           |

**Questionnaire Checklist**

**Teacher Respondent**

Name: \_\_\_\_\_ (Optional)

School: \_\_\_\_\_

**Acceptability Of A Developed Enhancement Material For Grade 8 English Students**

**Directions:** Below is a set of criteria for validating the newly developed enhancement materials for Grade 8 students in English. On the scale of 1 -5, please rate the materials by checking the number in which your honest opinion best describes.



| SCALE | VERBAL INTERPRETATION |
|-------|-----------------------|
| 5     | Very Much Acceptable  |
| 4     | Much Acceptable       |
| 3     | Acceptable            |
| 2     | Moderately Acceptable |
| 1     | Not Acceptable        |

| OBJECTIVES   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| The objectives are specific and clearly stated.                          |   |   |   |   |   |
| The objectives are stated in the three (3) domains) of learning.         |   |   |   |   |   |
| The objectives are measurable and attainable.                            |   |   |   |   |   |
| The objectives are stated in different levels of Taxonomy of objectives. |   |   |   |   |   |
| Provide various learning activities for individual differences.          |   |   |   |   |   |

| CONTENT  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| Words use are clear, substantive & easy to understand.               |   |   |   |   |   |
| Integrate cognitive, affective and psychomotor elements.             |   |   |   |   |   |
| Provides clear and descriptive illustration of the lessons.          |   |   |   |   |   |
| Motivates the learning interests of the students in different tasks. |   |   |   |   |   |
| The questions are arranged from easy to difficult.                   |   |   |   |   |   |

| USEFULNESS  | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| The materials make learning more effective, enjoyable and interesting.            |   |   |   |   |   |
| The materials encourage students to word independently and at their own pace.     |   |   |   |   |   |
| The materials are useful in enforcing transfer of learning.                       |   |   |   |   |   |
| The materials are very useful to the teacher in teaching competencies.            |   |   |   |   |   |
| The materials possess the competencies designed to develop skills among students. |   |   |   |   |   |

| ORGANIZATION AND PRESENTATION   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| The objectives of every topic are stated in behavioral terms..        |   |   |   |   |   |
| Illustrations are well presented.                                     |   |   |   |   |   |
| Pictures are sufficient enough to realize the objectives.             |   |   |   |   |   |
| Illustrative drawing allows students to exercise conceptual thinking. |   |   |   |   |   |
| Lessons in each topic are well presented for better understanding.    |   |   |   |   |   |

| LANGUAGE AND STYLE   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| There is a progress and continuity of ideas on the sentence of each paragraph.   |   |   |   |   |   |
| The sentence structure gives clear information about the topic and is suited for the student's level of comprehension. |   |   |   |   |   |
| The arrangement of words are appropriate to the ability of the students.   |   |   |   |   |   |
| There are sufficient provisions for learning new meanings.   |   |   |   |   |   |
| The language used encourages the learners to read.   |   |   |   |   |   |

## Appendix G

### Table Of Specification

#### Pretest

#### English Grade 8

**Sy 2018-2019**

| LEARNING COMPETENCIES   | NO. OF RECITATION DAYS | NO. OF ITEMS | TEST PLACEMENT    |
|---|------------------------|--------------|-------------------|
| GRAMMAR<br>Identify the adjectives in the sentence.                           | 5                      | 6            | 1-6               |
| Identify the adjective complement.  | 10                     | 11           | 7-17              |
| Complete the conditional sentence.  | 7                      | 8            | 18-25             |
| VOCABULARY<br>Determine the meaning of unfamiliar word through context clues. | 9                      | 10           | 26-35             |
| READING<br>Note details.  | 5                      | 6            | 36,39,41,42,45,50 |
| Make inferences.  | 4                      | 5            | 37,44,47,48,49    |
| Get the main idea.  | 3                      | 4            | 38,40,43,46       |
| TOTAL   | 43                     | 50           |                   |

Prepared by:

**ANALYN D. LIPIO**

Researcher

Noted by:

**DR. ISABELITA S. BACUD**

Thesis Adviser

## Appendix

### Table Of Specification

#### Posttest

#### English Grade 8

**Sy 2018-2019**

| LEARNING COMPETENCIES   | NO. OF RECITATION DAYS | NO. OF ITEMS | TEST PLACEMENT    |
|---|------------------------|--------------|-------------------|
| GRAMMAR Identify the adjectives in the sentence.                              | 5                      | 6            | 1-6               |
| Identify the adjective complement.  | 10                     | 11           | 7-17              |
| Complete the conditional sentence   | 7                      | 8            | 18-25             |
| VOCABULARY<br>Determine the meaning of unfamiliar word through context clues. | 9                      | 10           | 26-35             |
| READING Note details.   | 7                      | 6            | 38,40,45,46,47,48 |
| Make inferences.  | 4                      | 5            | 37,39,41,42,49    |
| Get the main idea.  | 1                      | 4            | 36,43,44,50       |
| TOTAL   | 43                     | 50           |                   |

Prepared by:

**ANALYN D. LIPIO**

Researcher

Noted by:

**DR. ISABELITA S. BACUD**

Thesis Adviser

LESSON 5

## NOTING DETAILS

Get Set

The students will be able to :

- ❖ Determine specific details from the essay through answering the guide questions;
- ❖ Develop noting details skills through a graphic organizer.

Get Started

Read the passages below. Answer the questions that follow.



To win means to keep going. To win is not ways to be on top, to be the first, or even to be the best. Sometimes in order to win, we need to be the last. Sometimes for us to win, we must go against the tide. Sometimes we win by losing.

Bring out the real winner in you in every endeavor that you take.



Angel are not only for children. Angels are found not only after life. Angels are not only those creatures in white with wings. They are everywhere. There can be the people you meet everyday. Angels can be your parents. Angels can be your siblings. Angels can be your teachers, classmates and friends. They can be anybody in this world. They can be you.



Get with It

Answer the following questions.

- ❖ What do both passages convey ?
- ❖ What detail is used to describe the particular idea?



## Get to Know

### Noting details

- is a skill that involves getting essential details from reading selection.
- statements that explains what something means often come from the dictionary
- words or phrases that tell how something looks, smells, tastes, sounds or feels to help the readers get a mental picture of what they are reading.

#### Types of Noting Details:

- 1) Implicit details- these details are used to describe or to define a general state. These are details that we can't really see. These are details that are implied but not plainly expressed.
- 2) Explicit details – These are specific details. These details that we can see and measurable. These details are stated clearly.



## Get Ready

### Task 1 Word List

Circle the letter of the word that best describes the underlined word in each sentence.

1. The coach explains the intricacies of their game plan before the game begins.
  - a. notes
  - b. details
  - c. method
2. The players were reminded to be alert and sensitive to their teammates.
  - a. aware
  - b. careful
  - c. selfless
3. They learned about the big prizes at stake a week before the competition.
  - a. to be won
  - b. fasten
  - c. piece of wood
4. The driver maneuvered the bus towards the edge of the cliff.
  - a. side
  - b. border
  - c. dead end
5. The soldiers always show courage whenever they are in the battlefield.
  - a. risk zone
  - b. danger zone
  - c. combat zone



## Winning

Everyday, we experience winning and losing in life. We win whenever we feel contended, whenever we are challenged to face the intricacies of life. We lose whenever we give up, whenever we surrender, whenever we fail to finish what we have started, whenever we neglect to express our love.

Losing is the last thing we want to experience in life but, sometimes in losing, we win because when we lose, we reflect and learn from our mistakes. The next time around we will know how to make our best moves. Sometimes in defeat, we win people over, who will greatly influence our life.. Losing teaches a person to be humble. And that's winning!

Winning is not just the trophy, medals, or the big prizes at stake. It's all about the lessons you learn. It's all about fun.

Winning is not just about being on top. It lies at the bottom of one's heart. Life is a wheel that keeps on rolling; sometimes you're up, sometimes you're down. But no matter what, make a habit to reach the other side of the court and take your best shot. Beat the time from the three-point-area and learn to live your life just like in the game. It's just a game. You've got to love the game and be a team player. Most importantly, aim for God's love, the biggest prize we can ever receive in this so called game of life, before it's over.

The key towards the true spirit of winning is being good, brave, and strong. Moreover, having a strong determination to survive in any game and being prepared in every battlefield – in court, arena, pool, field game, and most importantly in the classroom – are what we need in order to win. Be sensitive and listen. Listen to your winning voice within, it is the spirit that guides all of us towards the edge of winning. Above all, the most powerful weapon in winning is prayer. Offer everything to God. Yes! You can make it; just believe in God and in yourself.



## Task 2 Noting Details

Complete the following sentences with the information from the selection.

1. Sometimes in losing we \_\_\_\_\_.
2. Losing teaches us to become \_\_\_\_\_.
3. We win whenever we feel \_\_\_\_\_.



4. We lose whenever we fail to \_\_\_\_\_
5. The most powerful weapon in winning is \_\_\_\_\_
6. Winning is not just being on \_\_\_\_\_
7. The true spirit of winning is \_\_\_\_\_
8. Losing teaches a person to \_\_\_\_\_
9. Losing is the last thing \_\_\_\_\_
10. The biggest prize we can ever receive \_\_\_\_\_



### Task 3 Reading a Story

Read the story below. Answer the questions that follow.



#### OUR GUARD

One morning on his way to school, Dennis witnessed a boy of his age being hit by a rushing vehicle. Dennis was shocked and he couldn't answer the queries of his classmates and teachers who learned about the incident. All he knew was the scenario bothered him for the whole day.

His mother, who always reminded him to carry a rosary in his pocket, was relieved to know that he was safe. Later in the afternoon he received a long-distance call from his father, who worked abroad. In his sleep, Dennis vividly saw how he was saved from being hit by a speeding car. He was about to cross the road when he saw a scavenger slip on the sidewalk. The two sacks of plastic that the man was carrying went into different directions. Instead of crossing, he rushed to help the old man. Suddenly, they heard a deafening screech and a loud bang. A boy was lying unconscious on the far side of the road where he was thrown.

In his dream, an image appeared, but he could barely see his face. One thing was sure though; the image in glowing white outfit was a male. It was raining so hard outside when he was awakened in the middle of the night. Dennis knelt before his bed. Suddenly, warm air covered his whole body despite the monsoon breeze.

The next day while they were in the dining table, he narrated the whole story to his family. His mother and sister were so amazed by his story. Together they prayed for protection and guidance. ‘We lift up everything to you Lord, guard us from harm. Be our guide.’

On his way to school, a sudden rush ran through his body when he passed in the same area’. ‘Where would I be if I didn’t help the old man?’ he thought. He was hoping to see the old man but he was not in sight. For a couple of days, he wished to meet the old man but it seemed that he no longer passed that way.



The following Sunday, the feast of the town’s Patron saint, people from the nearby barrios attended the concelebrated Mass at St. John Bosco Parish.

‘Our guardian angel is like a bodyguard. He is always at our side to guard us from danger. ‘soul guard’, who always reminds us to go back to God each time we go astray. Sometimes, he becomes a ‘parking attendant,’ who guides us to look for a parking space. Sometimes, he becomes a scavenger, who protects us from immediate danger. The priest continued.

Dennis then realized that the old man was His guardian angel! He couldn’t find him because He was always with him, guarding him from harm and danger that they may come his way.

## NOTING DETAILS

Circle the letter of the phrase or sentence that answers each question.

1. What incident did Dennis witness?
  - a. A boy was trapped in a fire.
  - b. A boy was struck by a lightning
  - c. A boy drowned in the beach.
  - d. A boy was hit by a rushing vehicle.
2. Where did the accident happen?
  - a. At home
  - b. On the road
  - c. In school
  - d. By the beach
3. When did the accident happen?
  - a. On his way to school

- b. On his way back home
- c. On his way to the church
- d. On his way back from school
- 4. What was her mom feeling about the incident?
  - a. Her mom just ignored.
  - b. Her mom seemed not bothered about her son.
  - c. Her mom was relieved to know that he was safe.
  - d. Her mom was angry .
- 5. What did Dennis see in his dream?
  - a. Dennis was chatting with his friends.
  - b. Dennis was watching a movie.
  - c. Dennis saw vividly how he was saved from the speeding car.
  - d. Dennis was playing his guitar.
- 6. What did he notice on the sidewalk?
  - a. He saw a boy running away.
  - b. He saw some animals going away from the sidewalk.
  - c. He saw a scavenger slip on the sidewalk.
  - d. He saw a little girl holding an ice cream.
- 7. Why did Dennis receive a long distance call?
  - a. His father was on a break.
  - b. His father worked abroad.
  - c. His father wanted to know if his son was safe.
  - d. His father missed them
- 8. What did he do when he was awakened in the middle of the night?
  - a. He called the police.
  - b. He turned on the radio.
  - c. He knelt down and prayed.
  - d. He ran to his mother's room.
- 9. What appeared in his dream?

- a. A white lady in glowing outfit.
  - b. An angel in glowing white outfit.
  - c. An image in glowing white outfit.
  - d. A fairy godmother in glowing white outfit.
10. What was the concelebrated mass for ?
- a. A mass for the feast day of their patron saint.
  - b. A mass for his parents wedding anniversary.
  - c. A mass of thanksgiving.
  - d. A mass for her sister passing the board exam.



Get Attuned

Work in pairs. Speaker A will read Part A to Speaker B and vice versa. Listen carefully for the details in the story and be ready to answer the questions below.



### A Night Spent In The Woods

**PART A** ( Speaker A) – The dusk settled in on the crimson edge of fiery sunset flattened against a windless evening. Driving into the Olympic Rainforest in Olympia, Washington against the backdrop of tall pine trees creating green coats of branches against the sunset, the escaping light of dusk was soon becoming the encroaching darkness of night. Stacy's 78' Chevy Sedan's forest green paint job blended with the array of forest growth. The thick foliage almost blocked out the dusk as silvers of sunset pecked around the tall fig trees. Stacy was thinking about Mack's detailed conversation on why she should take the shortcut through the Olympic Rainforest. He was adamant that as a short cut to Highway 2, the 20 minute drive through the forest would save her at least 2 hours of driving time to her home in Vancouver, Washington. Leaving the University of Washington and final exam behind. Stacy was eager to spend the winter break with her family and friends.

**PART B** (Speaker B) - Her headlights illuminated the dirt road carved through the Rainforest as she drove slowing down to 20mph to avoid any sudden deer or other animals darting across the road ahead. As Stacy came to a turn in the road, her engine sputtered and died. The whispers of the Rainforest closed in as she sat in her car in the middle of a two lane road with headlights now black on black with the sudden settling of night.

The cold quickly replaced the heat in her car as she tried frantically to place a 911 call on her Blackberry. The no service icon illuminated a battery light that was already half over when she heard the distinct sound of heavy footprints coming towards her.

Thoughts of bears, Bigfoot or some other large animal dragging her out of the car started the screaming that permeated the forest. She was so hysterically that the knock on the driver's window drowned out the stranger's voice outside shouting, 'Ma'am, ma'am can I help you!' as he gently placed his toolkit on the road next to her door. Stacy turned toward the friendly face of an older man smiling and signaling for her to roll down her window. She started to hyperventilate and began vacillating between wanting to trust her benefactor and wanting to trust her instincts that kept her hand away from the lever that would open the window and her to whatever would come next.

**Discussion Questions:** Start with easy recall detailed questions and move to more complicated detailed questions.

1. What was the name of the main character in this story?
2. What was the model of Stacy's car?
3. What is the tone of Part A in the story? Part B ?
4. Why did Stacy drive through the Olympic Rainforest ?
5. Why do you think Stacy's car engine died?



## CURRICULUM VITAE

### ANALYN DE JESUS – LIPIO

325 Doña Aurora St. Poblacion Ibaba

Angono, Rizal

09451473687/2346646

## EDUCATION

2011- PRESENT UNIVERSITY OF RIZAL SYSTEM, MAT ENGLISH (45 UNITS)

1993- 1997 RIZAL TECHNOLOGICAL COLLEGES

Bachelor of Secondary Education

Major in English, March 1998

1987- 1991 SIENA COLLEGE OF TAYTAY

High School Diploma, March 1991



## WORK EXPERIENCE

2016- PRESENT      ANGONO NATIONAL HIGH SCHOOL

Teacher III (HUMSS)

2000- 2016      TAYTAY NATIONAL HIGH SCHOOL

Secondary English Teacher

1999- 2000      MHERRYNOLL MONTESSORI SCHOOL

Teacher, Pre School

1997- 1999      GINGERGRACE ACADEME

Teacher, Pre School, Grade School

## SEMINARS ATTENDED

May 2017 REGIONAL MASS TRAINING FOR SENIOR HIGH

SCHOOL TEACHERS

University of Batangas, Batangas City

March 2017      MASS TRAINING OF TEACHERS ON COMMON

TOPICS- 2<sup>ND</sup> TRANCHE

Boso-Boso Highlands Resort, Antipolo City

July 2016 MAKING ACTION RESEARCHES AND STATISTICAL

ANALYSES

Taytay National High School, Taytay, Rizal

May 2013 REGIONAL MASS TRAINING FOR GRADE 8 TEACHERS

First Cristina Villas, Antipolo City

October 2011      ENHANCEMENT AND EXPANSION OF CAPABILITY IN

INFORMATION TECHNOLOGY AND ENGLISH (EXCITE)

PROGRAM

University of Rizal System, Morong, Rizal

June 2011      REGIONAL MASS TRAINING FOR SECOND YEAR

TEACHERS ON THE 2010 SECONDARY EDUCATION

CURRICULUM

Angono National High School, Angono, Rizal

May 2010 PUBLIC SPEAKING AND PRONUNCIATION

Saint Pedro Poveda College, Quezon City

May 2009 COMMUNICATION AND ENGLISH IMPROVEMENT AND  
TEACHING TECHNIQUES

Saint Pedro Poveda College, Quezon City

July 2007 CLUSTER BASED TRAINING IN SECONDARY ENGLISH

F.P Felix Memorial National High School, Cainta, Rizal

November 2006 CLUSTER BASED TRAINING IN SECONDARY ENGLISH,  
SCIENCE, AND MATHEMATICS (ENSCIMA)

Taytay National High School Taytay, Rizal

July 2006 2006 DIVISION TRAINING FOR SCHOOL PAPER ADVISERS

Angono National High School Angono, Rizal

March 2004 SEMINAR WORKSHOP ON FACILITATING SKILLS AND  
ENGLISH LANGUAGE PROFICIENCY OF SEM (Science,  
English, Mathematics) TEACHERS

Angono National High School, Angono, Rizal

June 2003 DIVISION TRAINING OF PUBLIC SECONDARY SCHOOL  
TEACHERS OF ENGLISH

Tanay National High School Tanay, Rizal

**PERSONAL BACKGROUND** Born on October 13, 1974 at Taytay, Rizal Interest: Reading books,  
watching T.V., internet surfing, singing, dancing

Qualities: Responsible, computer literate, hardworking