

Development of Contextualized Lecture Handouts and Reflection Journals for Improving Academic Performance in English 8

Mark Nathaniel G. Pascual, LPT, MAEd

Parada National High School, Department of Education – Bulacan, Santa Maria, Bulacan, Philippines

marknathaniel.pascual@deped.gov.ph

Abstract: *The COVID-19 pandemic caused a significant transformation in our country's educational system. Many public schools use modular distance learning as their learning mode. Learners, on the other hand, no longer take notes when using the modules. As a result, they have nothing to review before taking the summative assessments, which may have an impact on their academic achievement. The descriptive-developmental research design was utilized in this study to address the abovementioned educational problem. The researcher began by describing the learners' academic performance using the results of their first summative test. It reveals that the majority of students (38, or 30.89%) received scores ranging from 7 to 12, which is considered fairly satisfactory. Then, the researcher used the ADDIE Model to create the contextualized lecture handouts and reflection journals for English 8. They were examined and evaluated by five specialists. Following the evaluation, the researcher pilot tested the supplementary learning materials with a group of Grade 8 students. In all, the contextualized lecture handouts and reflection journals gained an overall mean of 4.86, interpreted as Very Acceptable, which means that they are very acceptable for teachers' and students' use. The study recommends that English teachers may utilize the newly developed contextualized lecture handouts and reflection journals to help their students improve their academic performance in English 8. Then, school administrators may include contextualization and development of learning materials in their in-service training programs, seminars, and workshops. For curriculum developers, they may emphasize the importance of lecture handouts and reflection journals in the current curricula's application of modular distance learning. Lastly, future researchers may test the effectiveness of the supplementary materials.*

Keywords : lecture handouts, reflection journals, academic performance, contextualization

1. INTRODUCTION

In the educational context, the term “New Normal” is being highlighted. It signifies a neoteric avenue of learning, especially now that face-to-face classes are prohibited as prescribed by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF). Undoubtedly, the COVID-19 pandemic brought an immense shift in the educational system of our country. With this, the Department of Education (DepEd) presented different learning modalities, which are now being utilized. These are distance learning, blended learning, and homeschooling. These learning modalities ensure that, despite the threat of COVID-19, education will continue.

DepEd Sec. Briones (2020) said that the different alternative learning delivery modalities are presented to different schools to address the needs, situations, and resources of each and every Filipino learner and will cover all the bases in ensuring that basic education will be accessible amid the present pandemic posed by COVID-19. Recognizing this, many public schools have opted for distance learning, specifically the modular distance mode. This is because face-to-face learning is prohibited in areas with moderate and high-risk severity grades. In modular distance learning, learners use different self-learning modules in print or in digital format. Parents are expected to visit the school to get the modules and answer sheets. Learners are guided to the specific time to study a particular lesson through the use of the Weekly Home Learning Plan (WHLP). After that, the parents will return the modules to the designated retrieval room. To determine if the students learned the lesson and mastered the learning

competency, teachers will give various summative assessments. In relation to that, learners are encouraged and expected to apply knowledge and information obtained during their use of modules to different assessment tools as a way to assess their proficiency.

As stipulated in DepEd Order No. 031, s. 2020, titled “Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan,” summative assessments shall continue in the form of written work and performance tasks. The summative assessment will be given at the end of a learning period to determine the extent to which the learners have understood and mastered the most important learning competencies. The results will be recorded and used to report the learner's achievement. Moreover, the weight distribution of summative components in English was presented. It is composed of written work (40%) and performance tasks (60%). There must be a minimum of four written works and four performance tasks within the quarter, preferably one every two weeks, integrating two or more competencies.

However, learners no longer take notes during the use of the modules. That is why they do not have anything to review before they answer the summative tests, and this can affect the academic performance of the students. Undoubtedly, research studies related to the academic performance of learners during the implementation of modular distance learning have become a topic of growing interest in the academy. In fact, research on instruction methods and academic performance has shown that students who take notes have higher rates of recalling

information and performing well academically than students who do not take notes (Austin; Austin et al.; Konrad et al., as cited in Gonzales, 2013). To unravel the problem of academic performance, researchers will develop different lecture handouts and reflection journals to aid students in reviewing their past lessons before taking their summative assessment. The lecture handouts are the source of information, while students have to remember what the modules contain (Newton, Driver, & Osborne, as cited by Marmah 2014). They provide learners with specific information to focus on when studying for the examination.

To ensure that the lecture handouts and reflection journals become engaging and meaningful for students, the researchers will incorporate the concept of contextualization. Ampa, Basri, and Andriani (2013) asserted that contextual learning materials will help students process new information or knowledge so that it makes sense in their own frames of reference. In other words, the development of contextualized lecture handouts and reflection journals in English 8 will provide learners with sufficient materials to direct and guide their own learning experience.

1.1 Statement of the Problem

The general problem of this study was: How may contextualized lecture handouts and reflection journals on selected most essential learning competencies be developed towards improving the academic performance in English of selected Grade 8 learners at Parada National High School during the implementation of modular distance learning?

Specifically, this study answered the following questions:

1. What is the level of academic performance in English of Grade 8 students as revealed by their scores in the summative test?
2. How may contextualized lecture handouts and reflection journals be developed?
3. What is the extent of the content validity level of the contextualized lecture handouts and reflection journal for Grade 8 learners as evaluated by selected specialists?

2. METHODOLOGY

2.1 Design

The study employed the descriptive-developmental method of research. According to Pedraza (2014), the descriptive method of research presents the characteristics of a particular individual or event. It discovers new meanings, describes what exists, determines the frequency with which something occurs, and categorizes the information. It aims to acquire accurate, factual, and systematic data. The study is descriptive because it keenly describes the level of academic performance in English of Grade 8 learners and the level of validity of the proposed materials as evaluated by select specialists in the fields of language learning, curriculum and instruction, and material development. Given this definition, the current study is developmental since it seeks to develop intervention materials that will arrest the overriding issue of academic performance.

The proposed materials that may improve the academic performance of Grade 8 learners in English are contextualized lecture handouts and reflection journals.

The ADDIE Model was used in the study at hand. The said model delineated the steps to follow, which the researcher considered in developing his intervention materials. These steps are as followed: analysis. This phase covers the analysis of the academic performance of Grade 8 learners as revealed by the results of their 1st quarter summative test in English. It served as the baseline data that signified the urgency to improve their academic performance. Thus, the selection of context to be used in each lesson was covered in this phase. Design. This phase aimed to deliver the lessons in an interesting and meaningful way. It covered the selection of relevant images and statements that were anchored in the given context. It also emphasized competency learning, discussion, examples, and activities. Development. This phase started with the production and testing of the approach that was used in the project. All inputs gained in the analysis stage must be incorporated into the development of contextualized lecture handouts and reflection journals. Implementation. It reflected the continued modification of the materials to make sure maximum efficiency and positive results were targeted. Evaluation. This phase covered the subjective evaluation, wherein the validity of the proposed material was measured based on the appraisal of selected specialists. All comments and recommendations were dutifully incorporated.

Respondents

The study was conducted at Parada National High School which is located in Parada, Santa Maria, Bulacan. The respondents were composed of three sections out of 22 sections in Grade 8 level during the School Year 2020-2021.

Table 1

Student- Respondents

Grade and Section	Number of Students
8- Sunflower	42
8- Daffodil	38
8- Everlasting	43
Total	123

1.1 Instrument of the Study

To determine the effectiveness of the contextualized lecture handouts and reflection journals in helping the learners to improve their academic performance, the researcher used the evaluation tool devised by Liwanagan, as cited in Bauza (2017). The instrument that was used in this study has been validated by previous researchers.

1.2 Statistical Analysis

To determine the academic performance of the learners in English 8, the researchers used the scale used in the School Form 9-JHS:

Scores	Descriptors
25-30	Outstanding
19-24	Very Satisfactory
13-18	Satisfactory
7-12	Fairly Satisfactory
0-6	Did not Meet Expectation

The validity of the proposed intervention materials was measured and interpreted using the following numerical values:

Numerical Values	Range Values	Descriptive Equivalent
5	4.21-5.00	Very Much Acceptable
4	3.41-4.20	Very Acceptable
3	2.61-3.40	Moderately Acceptable
2	1.81-2.60	Fairly Acceptable
1	1.00-1.80	Not Acceptable

1.3 Data Gathering Procedure

This action research dutifully followed the ethical guidelines for educational research stipulated by the DepEd. The researcher wrote a formal letter of request "see appendix A.1" and will send it to the school principal for approval of the action research proposal and proposed intervention material. The researcher sought the consent of the Schools Division Superintendent (SDS) through a formal letter of permission, "see appendix A.2."

An online orientation for students and teachers was held to discuss the rationale for this research endeavor and the guidelines for using the proposed intervention materials. The researchers used the second quarter to develop different contextualized lecture handouts and reflection journals based on the listed MELCs in the third quarter. Then, the researcher sought the help of five language and materials development specialists to evaluate the newly-developed learning materials. After the validation of the intervention materials, pilot testing was conducted on selected Grade 8 learners.

4. RESULTS AND DISCUSSION

This section explains the study's ultimate goal, which is to enhance students' academic performance, particularly their summative exam scores, by developing engaging and relevant supplementary learning materials.

Part I. The Level of Grammar Skills of Grade 8 Student

The Grade 8 students were given a 30-item summative test after studying the given modules. It was used as the foundation for creating useful additional learning tools.

The Results of the Summative Test of the Grade 8 Learners in English (1st Quarter).

Table 3.

Descriptors	Grade Scale	Sections			Total
		Sunflower	Everlasting	Daffodil	
Outstanding	25-30	0	2	2	4
Very Satisfactory	19-24	6	8	7	21
Satisfactory	13-18	8	11	7	26
Fairly Satisfactory	7-12	15	12	11	38
Did Not Meet Expectations	0-6	13	9	12	34
Total					123

The table reveals that the highest score is within 25-30, obtained by four learners, interpreted as Outstanding, while 34 (27.64%) of the learners got the lowest score within the 0-6 grade scale. The majority of students (38 or 30.89%) received scores ranging from 7 to 12, which is considered fairly satisfactory. One of the reasons why learners fail to answer their quizzes, according to Dunnick (2013), is because they do not have any learning materials at home to use as part of the review session before taking the test.

Part II. Development of Contextualized Lecture Handouts and Reflection Journal

The results of the summative tests indicated that Grade 8 learners have poor grammatical abilities. As a result, kids must improve before moving on to a higher school level, where language courses are more complicated. Developing instructional resources that target their requirements in ways they can learn best is an excellent way to improve their grammar skills, which are now lacking. According to Olawale (2013), instructional materials can help students overcome language barriers and make the lesson more relevant and significant. They save time and help students comprehend concepts more quickly and effectively. Similarly, Rigo and Sekelj (2011) stressed the need for engaging and interesting instructional materials in order to engage students in language learning activities in the classroom. Lecture handouts and reflection journals, according to the study, may help students remember important inputs from the modules.

The researcher followed the ADDIE Model in developing the intervention materials. There are three elements to the contextualized lecture handouts: Part 1 focuses on learning competency, which is the foundation for summative evaluation. The context is established in Part 2. All of the settings utilized to construct the suggested resources are based on the interests, likes, and preferences of Grade 8 pupils. Finally, Part 3 explains the subject quickly and gives several examples to help learners remember the topic. In the meantime, the contextualized reflection journals are in the form of sentence completions that students must complete in order to understand what they have learned from the lesson.

The development of contextualized lecture handouts and reflection journals is supposed to aid learners in improving their academic performance while the modular distance learning is implemented. Furthermore, by adapting self-paced learning resources, learners may be able to generate pleasant learning experiences.

Part III. Content Validity Level of the Contextualized Lecture Handouts and Reflection Journals

Five English language teaching and materials development professionals examined the newly developed contextualized lecture handouts and reflection journals for their effectiveness in the improving academic performance of Grade 8 learners.

Table 4.

Items	Mean	Verbal Interpretation
1. The contextualized lecture handouts and reflection journals are current and are aligned to Grade 8 K-12 Curriculum standards and competencies.	5.00	Very Acceptable
2. The contextualized lecture handouts and reflection journals are appropriate to the needs of the learners.	5.00	Very Acceptable
3. Learning contents cover the competencies of skills needed by students.	4.60	Very Acceptable
Total Mean	4.87	Very Acceptable

Frequency Distribution and Descriptive Measures of Specialists’ Appraisal of Contents of the Developed Contextualized Lecture Handouts and Reflection Journals

Table 4 shows the frequency and descriptive measures of the contextualized lecture handouts and reflection journals when it comes to content. Items 1 and 2 got a perfect mean of 5, interpreted as Very Acceptable, which attests that the contents of the contextualized lecture handouts and reflection journals are appropriate and suitable for Grade 8 students and that the intended most essential learning competencies are covered and presented. All in all, the overall weighted mean of 4.87 for content is interpreted as Very Acceptable. One of the most important considerations for designing learning materials is that the content adheres to the English 8 Curriculum’s content and performance standards. The content of the supplementary learning materials should be informative, relevant, and appropriate to the intended users.

Table 5.

Frequency Distribution and Descriptive Measures of the Specialists’ Appraisal of Usefulness of the Developed Contextualized Lecture Handouts and Reflection Journals

Table 5 presents the frequency distribution and descriptive measures of specialists’ appraisal of contextualized drills in terms of usefulness. All indicators received a computed mean score of 5, interpreted as Very Acceptable. It ascertains that the learning materials using contextualization and process discovery approach make learning effective, enjoyable, and meaningful. The context is well-established and the use of mnemonics and pictures makes the material very interesting. This means the contextualized lecture handouts and reflection journals encourage students to work independently. Thus, they

are deemed very useful in reinforcing the transfer of learning.

Items	Mean	Verbal Interpretation
1. The contextualized lecture handouts and reflection journals make learning English grammar more effective, enjoyable, and interesting.	5.00	Very Acceptable
2. The contextualized lecture handouts and reflection journals encourage students to work independently.	5.00	Very Acceptable
3. The contextualized lecture handouts and reflection journals are useful supplement to reinforce the transfer of learning.	5.00	Very Acceptable
4. The contextualized lecture handouts and reflection journals are very useful to the teacher in assessing students’ knowledge of certain lesson.	5.00	Very Acceptable
5. The contextualized lecture handouts and reflection journals target the desired competencies.	5.00	Very Acceptable
Total Mean	5.00	Very Acceptable

Krashen, cited in Tomlinson (2012), stressed that in order to acquire the ability to use the language effectively, students need a lot of experience of the language being used in a variety of different ways for a variety of purposes.

The overall weighted mean score of 5.00, interpreted as Very Acceptable, proves that the contextualized lecture handouts and reflection journals are very useful in enhancing the academic performance of students in English.

Table 6.

Items	Mean	Verbal Interpretation
1. The content and drills are clear and understandable.	4.60	Very Acceptable
2. The contextualized lecture handouts and reflection journals effectively combine texts and illustrations to enhance the learning process.	4.60	Very Acceptable
3. The sequence of contextualized lecture handouts and reflection journals facilitates the achievement of objectives.	4.80	Very Acceptable
4. The layout and typographical organization enable students to easily identify the lesson/drill presented.	4.60	Very Acceptable
5. The illustrations establish the context.	4.60	Very Acceptable
6. The illustrations are relevant and appropriate.	4.80	Very Acceptable
Total Mean	4.67	Very Acceptable

Frequency Distribution and Descriptive Measures of the Specialists' Appraisal of Organization and Presentation of the Developed Contextualized Lecture Handouts and Reflection Journals

Regarding the organization and presentation of the contextualized drills, Table 6 shows the frequency distribution and descriptive measures of the specialists' appraisal. Notably, item 3 got a computed mean score of 4.80, interpreted as very acceptable. This indicates that the organization and presentation of the contextualized lecture handouts and reflection journals are effective. The illustrations and quotations are relevant and appropriate for Grade 8 students, firmly establishing the context of each lesson. Moreover, the layout and typography lead students to easily identify the lesson presented, resulting in effective learning of the lesson. Meanwhile, items 1, 2, 4, 5, and 6 gained a computed mean of 4.60 each, interpreted as very acceptable, proving that the content and instructions are clear and understandable for Grade 8 students. After exposure to the contextualized drills, students are expected to develop and reinforce skills that they will apply in real-life situations. Overall, the weighted mean of 4.67 was interpreted as very acceptable.

Table 7.

Frequency Distribution and Descriptive Measures of the Specialists' Appraisal of Contextualized Lecture Handouts and Reflection Journals

Table 7 presents the frequency and descriptive measures of the specialists' appraisal of contextualized lecture handouts and reflection journals. Items 1, 2, and 6 got a perfect score of 5, interpreted as very acceptable. A common mean of 4.80, interpreted as very acceptable, goes for items 3, 4, 5, and 7. Summing up, the overall weighted mean score of 4.89 is interpreted as very acceptable. The commendable result signifies that all contextualized lecture handouts and reflection journals are suitable and useful for addressing learners' needs

Items	Mean	Verbal Interpretation
1. The contextualized lecture handouts and reflection journals meet the objectives.	5.00	Very Acceptable
2. The contextualized lecture handouts and reflection journals target the grammar needs of Grade 8 learners.	5.00	Very Acceptable
3. The contextualized lecture handouts and reflection journals enable the development of lifelong skills.	4.80	Very Acceptable
4. The contextualized lecture handouts and reflection journals support active engagement of students.	4.80	Very Acceptable
5. The contextualized lecture handouts and reflection journals build on prior knowledge and understanding.	4.80	Very Acceptable
6. The contextualized lecture handouts and reflection journals find interesting avenues of information.	5.00	Very Acceptable
7. The contextualized lecture handouts and reflection journals personalize the language learning process.	4.80	Very Acceptable
Total Mean	4.89	Very Acceptable

during the implementation of modular distance learning. As a result, their ability to improve students' academic performance is beyond doubt.

Table 8.

Criteria	Mean	Verbal Interpretation
1. Learning Contents	4.87	Very Acceptable
2. Usefulness	5.00	Very Acceptable
3. Organization and Presentation	4.67	Very Acceptable
4. Handouts and Journals	4.89	Very Acceptable
Grand Mean	4.86	Very Acceptable

Summary of Specialists' Appraisal of Contextualized Lecture Handouts and Reflection Journals

Table 8 summarizes the specialists' evaluation of the newly developed contextualized drills. The specialists assessed them in terms of objectives, learning content, usefulness, organization and presentation, and grammar drills. It can be gleaned that among the four criteria, usefulness ranked the highest with a perfect mean of 5.00, interpreted as Very Acceptable, concurring that contextualized drills are aligned to K-12 curriculum standards and competencies. Meanwhile, contextualized lecture handouts and reflection journals rank second with a weighted mean of 4.89, interpreted as very acceptable. Learning content with a weighted mean of 4.87 ranks third, and organization and presentation with a weighted mean of 4.67 rank fourth, interpreted as Very Acceptable. In all, the contextualized lecture handouts and reflection journals gained an overall mean of 4.86, interpreted as Very Acceptable,

which means that they are very acceptable for teachers' and students' use.

Table 9.

Specialist A	The contextualized lecture handouts and reflection journals were aligned and based on MELCs. This action research will help the learners as well as the teachers to know the level of academic performance of the Grade 8 learners. These tools are interesting to study. They are clear and understandable for learners. Congratulations in advance and keep it up!
Specialist B	Impressive presentation of the lessons. The use of mnemonics made the lesson more interesting and easier to comprehend. The visual presentation is engaging that you will just realize you are already learning just by merely reading each part. Great job!
Specialist C	The material is engaging and interesting. This may be of help in the improvement of the learners' creative and critical thinking. It is also suitable for Grade 8 students.
Specialist D	Arrange and edit the layout of the materials. All in all, the learning materials are unique and may really enhance the academic performance of the learners.
Specialist E	These resources are learner-friendly and adequate in their current form, but the clarity of the pictures and illustrations presented must be on the same level. A minimalistic and thematic approach would truly optimize the amount of learning the students gain from the materials. Above all, I can say that the materials' context has been met with high quality, and learners will have a good time answering them.

Summary of Specialists' Comments and Suggestions

The ideas and criticisms of the experts were faithfully incorporated in order to improve the quality and acceptance of the newly created contextualized lecture handouts and reflection journals.

5. RECOMMENDATIONS

The following suggestions are made modestly and respectfully based on the study's findings: (1) English teachers can utilize the contextualized lecture handouts and reflection journals to help their students improve their academic performance. They are also encouraged to create their own contextualized lecture handouts and reflection journals to fit their students' needs; (2) school administrators may include contextualization and development of learning materials in their in-service training programs, seminars, and workshops; (3) curriculum developers may emphasize the importance of lecture handouts and reflection journals in the current curricula's application of modular distance learning; and (4) future research on contextualization and material development could be conducted. As a result, it was recommended that they use the newly produced material in experimental studies to determine its efficacy.

6. REFERENCES

Ames, H., Glenton, C., & Lewin, S. (2019). *Purposive Sampling in a Qualitative Evidence Synthesis: a Worked Example from a Synthesis on Parental Perceptions of Vaccination Communication*. Retrieved December 2, 2020, from

<https://bmcmmedresmethodol.biomedcentral.com/article/20.1186/s12874-019-0665-4>

Ampa, A. et al. (2013). The Development of Contextual Learning Materials for the English Speaking Skills. *International Journal of Education and Research*, Volume 5. Retrieved June 20, 2018, from http://scholar.googleusercontent.com/scholar?q=cach e:MHFQyH6SIGIJ:scholar.google.com/+the+develop ment+of+contextual+learning+materials&hl=en&as _sdt=0,5

Bauza, R. C. (2017). *Development and Evaluation of Learning Resource Materials in Reading for Grade 7 Students*. (Unpublished Master's Thesis). Bulacan State University.

Gonzales, V. (2013). *Evaluating the Effects of Guided Notes and Response Cards in Student Performance*. (Published Master's Thesis). University of South Florida, Scholar Commons, University of South Florida

Mendoza, J. E. (2020). *Distance Learning a Success- Briones*. Retrieved December 2, 2020, from <https://www.manilatimes.net/2020/1020/news/nation al/distance-learning-a-success-briones/788788/>

Morales, L. I. (2017). *Development of Supplemental Localized and Contextualized Teaching Materials Towards Enhanced Appreciation for Reading*. (Unpublished Master's Thesis). Bulacan State University.

Torres, R. Z. (2015). *Localization and Contextualization: Bringing Relevant Concepts in the Classroom*. Retrieved February 18, 2019, from: www.pressreader.com