

# Contextualized Lecture Handouts and Reflection Journals for English 8 Modular Distance Learning

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**Abstract:** *The quasi-experimental design, specifically the one-group pre- and post-test research design, was utilized in this study to determine the effect of the supplementary learning materials on the academic performance of selected Grade 8 underachievers. The level of academic performance of participants is satisfactory after the implementation of the program. Using the paired t-test, the t-value is -6.491, indicating that there is a significant difference in the participants' academic performance before and after using the supplementary learning materials. Lastly, the participants appraised the features of the supplementary material and gained a rating of 3.06, interpreted as mostly evident. Based on the findings of the study, the following recommendations are humbly and respectfully offered: (1) Contextualized lecture handouts and reflection journals can be used by English teachers when teaching English alongside modular distance learning.; (2) School administrators may include innovation in distance learning, contextualization, and development of learning materials in their in-service training programs, seminars, and workshops; (3) Curriculum developers may emphasize the learning competencies mentioned in this study because of the need for them is established by research; and (4) Future researchers may conduct qualitative research, exploring the lived experiences of students in using the supplementary learning materials, which will serve as a great input in satisfying*

*programs and activities related to materials development.*

**Keywords:** contextualized lecture handouts, reflection journals, modular distance learning

## 1. INTRODUCTION

During COVID-19, the implementation of distance learning in the Philippines resulted in a significant overhaul of our educational system. It gives significant hope to all Filipino learners that, despite the threat of the Corona virus, they can still access education without putting their lives at risk. It is because the government and the Department of Education (DepEd) never stop responding to the needs of all Filipino learners and finding ways to better improve our educational system amidst this present pandemic.

Because face-to-face learning is still prohibited in all schools in the Philippines, many schools have opted for and utilized distance learning. It is broadly characterized as any form of learning experience where the learner and the instructor are physically separated from each other (not only by place but also by time). DepEd sets up a distance learning approach that utilizes three methods: (1) delivery of printed modules to students; (2) access to DepEd Commons, an online education platform DepEd developed to support alternative modes of learning; and (3) delivery of lessons or self-learning modules via radio and television. Learners used different self-learning modules in print or digital format. Parents visited the school to get the modules for their children on the assigned date and room. Learners were guided to a specific time to study a particular lesson through the use of the Weekly Home Learning Plan (WHLP). After that, the parents returned 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. 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.

This learning modality helped numerous schools deliver instructions during the school year 2020–2021. However, it is also observed that the remarks of many students on their written works are low, as reflected in their scores on the summative assessments. One of the reasons students cannot perform well on their summative tests is that they 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. 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).

The result of the 1st Summative Test in English 8 served as the main baseline data of this research study and urged the researcher to focus on increasing the academic performance of the learners by developing supplementary learning materials, which will be included in the Weekly Home Learning Plan (WHLP).

The researcher developed different lecture handouts and reflection journals as supplementary materials, which will be used during the implementation of modular distance learning for the School Year 2021-2022. The use of supplemental learning resources can assist both students and teachers in facilitating efficient and successful learning. Supplementary

instructional resources can assist learners in enhancing their performance, resulting in improved results. They provide learners with specific information to focus on when studying for the examination.

The researcher aimed to examine the efficacy of the newly developed supplementary learning resources in improving the academic performance of the English 8 underachiever students. Furthermore, this research will help to improve the implementation of modular distance learning in the Philippines.

### 1.1 Statement of the Problem

This action research aims to determine the effects of contextualized lecture handouts and reflection journals on the academic performance of Grade 8 learners during the implementation of modular distance learning.

Specifically, this study answered the following questions:

1. What is the level of academic performance of the participants as revealed by the posttest?
2. Is there a significant difference between the level of academic performance of the participants before and after the use of the supplementary materials?
3. Based on the experiences and perspectives of the Grade 8 learners, how did the contextualized lecture handouts and reflection journals help them improve their academic performance?

## 2. METHODOLOGY

### 2.1 Design

The researcher used quasi-experimental research, specifically the one-group pretest-posttest design. According to Allen (2017), by utilizing this type of design, the effectiveness of the education intervention could be evaluated. In this study, the educational intervention is the newly developed contextualized lecture handouts and reflection journals, which served as students' supplementary materials. Thus, he added that the most common type of research design used by behavioral researchers to examine the effect of an intervention on a specific population is a one-group pretest-posttest design. Two characteristics distinguish this research design. The utilization of a single set of participants is the first feature (i.e., a one-group design). This feature indicates that all participants are part of the same condition, which means they all receive the same treatments and assessments. The second characteristic is linear ordering, which necessitates the measurement of a dependent variable before and after treatment (i.e., a pretest-posttest design). Furthermore, it usually involves three steps: (1) administering a pretest to measure the level of academic performance of the respondents; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the level of academic performance of the respondents. The differences attributed to the application of the experimental treatment were then evaluated by comparing the pretest and posttest scores.

### 2.2 Respondents

The study was conducted at Parada National High School, which is located in Parada, Santa Maria, Bulacan. The participants were chosen based on the results of the 1st and 2nd summative tests in English 8 (1st quarter). Those students who got scores of 0–12 used the supplementary materials. Based on their fairly satisfactory performance in English, they were categorized as underachievers who need further assistance to fully understand the lesson. They were composed of 15 male and 15 female students; whose ages range from 13 to 14.

### 2.3 Instrument of the Study

This study used two instruments. The first instrument is the 50-item pretest and posttest, which were administered before and after the use of the supplementary materials. Each test is anchored with a Table of Specification, presented in Annex A.1. These tests were used by former Grade 8 learners to establish their reliability and were checked by the English 8 teachers for content validity. These assessment tools helped the researcher track the learning progress and effectiveness of the supplementary materials. They covered the following most essential learning competencies: use parallel structures; use cohesive devices correctly; and short story. They were composed of 20 items.

Lastly, the second instrument is a checklist, which determines the experiences and perspectives of the respondents on the use of the contextualized lecture handouts and reflection journals. The instrument was validated by five language and assessment specialists and three language teachers. Two teachers in the field of assessment were asked to validate the content of the instrument. During the modular distribution, the supplementary materials were placed in the participants' bags.

### 2.4 Statistical Analysis

To determine the academic performance of the learners in English 8, the researcher used the scale stipulated 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
4	4.00-3.0	Very Evident
3	2.99-2.00	Mostly Evident
2	1.99-1.00	Fairly Evident
1	1.00-0.99	Not Evident

**2.5 Data Gathering Procedure**

A formal letter of request (see Appendix A.1) was sent to the school principal for approval of the action research proposal. The researcher also sought the consent of the Schools Division Superintendent (SDS) through a formal letter of permission (“see Appendix A.2.”) Lastly, a letter of request for the conduct of the action research and funding under the Policy Research Program Fund was sent to the Regional Director (“see Appendix A.4.”) Fortunately, the first endorsement of the SDS of the approved action research proposal (“see Appendix A.3”) and PRP Memorandum of Agreement (“see Appendix A.5”) was furnished to the researcher.

The consent and assent forms were handed to the parents during the modular distribution. Together with the learner's modules and activity sheets, they were placed inside the bag. These forms were collected by the researcher to determine the study's respondents. Before the implementation of the supplementary materials, the researcher administered a pretest to establish the participants' academic performance. It served as the baseline data for the respondents. During the retrieval, they were placed inside the bag and delivered to the participants. Before receiving the test, the parents must return the supplementary materials. There was a six-week intervention program. The participants received and completed three sets of the learning materials. After the intervention program, the researcher administered a posttest that was aligned with the pretest's objectives. Finally, the researcher used an adapted test questionnaire checklist from the Crystal Springs Book Development for Educators Textbook to gauge the experiences and perspectives of the participants on the supplementary materials they used. The researcher did not divulge their identities, and their names were replaced using the alphabet letters.

At all stages of the process, the researcher ensured data confidentiality and privacy. The collected data were permanently deleted after the action research was validated.

**3. RESULTS AND DISCUSSION**

This part presents the data obtained from the 30 Grade 8 learners at Parada National High School who answered a 50-item pretest and posttest, covering the three selected MELCs in the 3rd quarter. The results served as the main basis for determining the outcomes of the newly developed supplementary materials in English 8.

**Part I. Level of Academic Performance of the Grade 8 Learners as Revealed by the Posttest**

After the implementation program was completed by selected Grade 8 learners, the researcher administered a 50-item posttest, covering the least learned learning competencies in English 8 (Third Quarter). Using the descriptors in School Form 9, the researcher determined the level of academic performance of the students after using the newly-developed contextualized lecture handouts and reflection journals.

The posttest results for the selected Grade 8 participants are shown in Table 1. It demonstrates that three participants

obtained scores between 41 and 50, which are considered

*Results of the Posttest in English 8*

Descriptors	Grade Scale	Frequency	%
Outstanding	41-50	3	10%
Very Satisfactory	31-40	12	40%
Satisfactory	21-30	13	43%
Fairly Satisfactory	11-20	2	7%
Did Not Meet Expectations	0-10	0	0%
<b>Total</b>		30	100%
<b>Mean</b>		<b>30.40 (Satisfactory)</b>	

outstanding. The data shows that 40% of the participants fall into the Very Satisfactory level, indicating that they were able to perform better on the English 8 assessment test as a result of using the supplemental learning materials. It is further confirmed by statistics showing that only 2 of the 11 participants were still in the Fairly Satisfactory category. This shows that the supplemental learning resources helped them do better on the assessment tests and hence improved their academic success.

The overall mean of 30.40, interpreted as satisfactory, proves that the academic performance of the students in English improves with the aid of contextualized lecture handouts and reflection journals. These supplementary materials contribute meaningfully to empowering the cognitive domain of students, which reflects on students' achievement.

**Part II. Significant Difference Between the Levels of Academic Performance of the Grade 8 Learners Before and After the Use of the Supplementary Materials**

The researcher tested if there was a statistically significant difference between the student's academic performance levels before and after utilizing the contextualized lecture handouts and reflection journals using the paired t-test statistical tool. The table that follows was produced using SPSS.

Table 2 presents the paired t-test results of the pretest and posttest of Grade 8 students. Meanwhile, the mean of posttest

*Statistical difference between the Levels of Academic Performance in English 8*

Paired Samples Test					
Paired Differences					
95% Confidence Interval of the Difference					
	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pretest - Posttest	-5.91316	-6.491	29	.000

scores is 30.40 and the standard deviation (SD) is 7.81. The group's pretest and post-test results reveal a t value of -6.491, a df of 29, and a p-value of 0.000, indicating that the difference is significant.

The paired t-test was used to examine the difference between the pretest and posttest scores of the Grade 8 students. The test revealed a significant difference between the pretest and posttest scores (t = -6.491, p 0.00).

This manifests that the academic performance of the students in English 8 improves as they use the customized lecture handouts and reflection journals, as the scores on their pretest and posttest were compared. This also means that teachers and students can use the supplementary learning materials during modular distance learning. The integrity of conducting assessment tools amidst distance learning may be established as the students have reviewers to study before taking the examination. These supplementary learning materials may prepare the students for the examination.

The implementation program aiming to improve the academic performance of students through distance learning is well established through this study. This may serve as a guide for teachers in ensuring quality assessment in the New Normal.

### Part III. Views of the Grade 8 Learners in the Effectiveness of the Contextualized Lecture Handouts and Reflection Journals in Enhancing their Academic Performance

During the implementation of modular distance learning, the researcher sought the perspectives of the Grade 8 students who had utilized the contextualized lecture handouts and reflection journals. The researcher measured, tallied, and assessed their viewpoints in light of how they had used the supplementary learning materials.

Learners' Evaluation of the Objectives and Supplementary Materials

A. OBJECTIVES AND SUPPLEMENTARY MATERIALS		VE	ME	FE	NE	Mean	Verbal Interpretation
1. I can accomplish all the objectives in the materials with ease.	F	4	24	2	0	3.00	Very Evident
	%	13.33%	80%	6.67%	0%		
2. I can easily understand the lessons because the words used are simple to understand.	F	8	19	3	0	3.17	Very Evident
	%	26.67%	63.33%	10%	0%		
3. I can answer the reflection journals because they are arranged from easy to difficult.	F	3	16	9	2	2.67	Mostly Evident
	%	10%	53.33%	30%	6.67%		
4. I can easily learn the lessons because the materials make learning English more engaging.	F	9	18	2	1	3.17	Very Evident
	%	30%	60%	6.67%	3.33%		
5. I can apply what I have learned in the materials because they utilized practical applications in real-life.	F	5	20	4	1	2.97	Mostly Evident
	%	16.67%	66.67%	13.33%	3.33%		
<b>Overall Mean</b>						<b>2.99</b>	<b>Mostly Evident</b>

F- Frequency, %- Percentage, VE- Very Evident, ME- Mostly Evident, FE- Fairly Evident, NE- Not Evident

Table 3 shows the frequency and descriptive measures of the contextualized lecture handouts and reflection journals when it comes to objectives and supplementary learning materials in English 8. Items 2 and 4 got the highest mean of 3.17, interpreted as Very Evident, which attests that the supplementary learning materials were carefully developed as the researcher keenly selected the words and ideas to be included. Students appraised the supplementary materials as they can easily understand the discussion and activities as the words used are simple. Furthermore, the rating signifies that the

students enjoyed the learning process by utilizing different meaningful and contextualized learning materials.

Meanwhile, item 1 got a rank of 3, with a mean of 3.00, interpreted as very evident. This confirms that the stipulated objectives in all conceptualized lecture handouts are attainable. The foremost consideration in developing learning materials is establishing well-structured, measurable, and realistic objectives. Thus, writers must ensure that the activities included in the learning materials jive with the objectives and will lead the students to master the learning competency. Then, it is followed by item 5, which has a mean of 2.97, interpreted as mostly evident. This means that the educational materials ensure that the students will apply what they have learned in different realistic contexts. This is evident in the contained reflection journals. Lastly, item 3 got the lowest mean of 2.67, interpreted as mostly evident. Even among the 5 indicators, item 3 got the lowest mean, but it is still well appreciated by the students. They noticed that the activities in the learning materials are properly arranged to ensure the proper utilization of the concept of age-appropriate development. The researcher ensured that before the students use the grammar points in the writing tasks, there will be rehearsal exercises in the form of formative assessment so that the researcher can track the learning progress of the students and an early intervention program may be held.

Learners' Evaluation of the Physical Properties of the Supplementary Materials

B. PHYSICAL PROPERTIES		VE	ME	FE	NE	Mean	Verbal Interpretation
1. I can read the words in the supplementary materials because they have appropriate and appealing font sizes, font styles, and colors.	F	13	15	2	0	3.37	Very Evident
	%	43.33%	50%	6.67%	0%		
2. I am confident that the supplementary materials will not easily get damaged because the paper used is durable.	F	3	20	6	1	2.83	Mostly Evident
	%	10%	66.67%	20%	3.33%		
3. I appreciate the graphics and layout used because they are uniform in all the lessons, appealing, and interesting.	F	9	19	2	0	3.27	Very Evident
	%	30%	63.33%	6.67%	0%		
4. I can establish the content of each lesson because the supplementary materials used relevant pictures and quotations.	F	4	22	0	4	3.00	Very Evident
	%	13.33%	73.33%	0%	13.33%		
5. I am comfortably using the supplementary materials because they are handy in size, weight, and thickness.	F	6	22	2	0	3.13	Very Evident
	%	20%	73.33%	6.67%	0%		
<b>Overall Mean</b>						<b>3.12</b>	<b>Very Evident</b>

F- Frequency, %- Percentage, VE- Very Evident, ME- Mostly Evident, FE- Fairly Evident, NE- Not Evident

Displayed in Table 4 are the frequency and descriptive measures of the second criterion for the evaluation of contextualized lecture handouts and reflection journals, which is the physical properties. Remarkably, Item 1 got the highest mean of 3.37, interpreted as Very Evident, which manifests that the learner can read the words in the module because it has appropriate and appealing font size, font styles, and colors. These findings affirm Amparo's conclusions (2015) that the use of visual elements, clear and simple instructions, and fun-filled activities make any learning material more interesting and appealing to students.

It is followed by Item 1, with a mean of 3.37, interpreted as Very Evident. Proper use of font size and font size greatly affects the reading process of the students. It avoids distraction and promotes focus. Then, Item 3 got a mean of 3.27, interpreted as Very Evident. The illustrations and graphics used are relevant to the text. That is why the materials become appealing to students. Writers should ensure that the graphics and illustrations to be used have a connection with the text and should not overpower the written form. Item 4 got a mean of 3.00, interpreted as Very Evident. The utilization of the contextual learning approach was appreciated by the students. Using relevant content, students enjoyed the learning process. The context used is anchored to the interests of the students. They were carefully chosen so that students would really appreciate the learning materials. Item 2 has the lowest mean of 2.83 but is still interpreted as Mostly Evident.

Summing up, the properties of the supplementary materials gained a mean of 3.12, interpreted as Very Evident. This indicates that the factors referring to the physical aspects and technical features of effective learning material are evident in these supplementary learning materials as appraised by the students. This signifies that the supplementary materials are handy and can be reproduced as they have only given a few pages but have a rich discussion and fun activities.

#### 4. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are humbly and respectfully offered: (1) Contextualized lecture handouts and reflection journals can be used by English teachers when teaching English alongside modular distance learning. Moreover, they are encouraged to develop their own contextualized supplementary learning materials to meet the particular needs of their students; (2) school administrators may include innovation in distance learning, contextualization, and development of learning materials in their in-service training programs, seminars, and workshops; (3) curriculum developers may emphasize the learning competencies mentioned in this study because the need for them is established by research. The study's findings could be used to revise existing curricula; and (4) Future researchers may conduct qualitative research, exploring the lived experiences of students in using the supplementary learning materials, which will serve as a great input in satisfying programs and activities related to materials development.

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