

Development and Validation of Contextualized Supplementary Worksheets in Grade 8 English

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Abstract— This study developed and validated contextualized supplementary worksheets in Grade 8 English at Matnog National High School, Matnog II District, Division of Sorsogon Province for the school year 2022–2023. The respondents of the study were the Grade 8 Bougainvillea students who utilized the worksheets developed in this study and 5 English experts who validated the learning material. The study employed ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model instructional design in the development and validation of the materials. Moreover, this study applied CTL (Contextual Teaching Learning) approach and intertextuality for contextualization. The contextualized supplementary worksheets covered English 8; Quarter 2 under the Most Essential Learning Competencies (MELCs) on the following learning contents: Visual-Verbal Illustrations, Fact vs. Opinion: Opinion Marking Signals, Multimodal Presentations, Comparing and Contrasting Own Opinions, and Text Messages: Positive and Negative Tone Words. The validity of the contextualized supplementary worksheets was evaluated by experts using Expert’s Validation Sheet (EVS) adopted from DepEd LRMS along with the following factors: Content, Format, Presentation and Organization, and Accuracy. The results of the pretest and post-test show improvement in the performance of students after the utilization of the material. The result of the t-test revealed that there is a significant difference between pre-test and post-test scores of grade 8 students in English before and after the utilization of the worksheets. Moreover, students regarded the contextualized supplementary worksheets as relatable and interactive learning material. This indicates that the utilization of the contextualized supplementary worksheets is effective in increasing the level of performance of the students in grade 8 English.

Keywords— contextualization, contextualized supplementary worksheets, Expert’s Validation Sheet (EVS), intertextuality.

INTRODUCTION

Contextualization is one of the initiatives in the education sector that aims to realize its vision for learners in acquiring 21st-century essential skills. Thus, understanding concepts will be easily grasped once learners are able to connect in their own context.

As defined by Baker, Hope, and Kelley (2009), Contextualized Teaching and Learning (CTL), the concept of relating subject matter content to meaningful situations that are relevant to students' lives offers one promising approach to helping students learn more effectively. This claim was supported by contextual learning in 1968 based on the constructivist theory of learning by the Swiss psychologist Jean Piaget. Accordingly, people learn better when encouraged to construct relevance between instructions they receive, and the interpretations of those instructions within the context of their own environment. In this sense, meaningful learning takes place when learners are able to unfold meaning based on their firsthand experiences.

Data presented by International Company Education First ranked the Philippines 27th in its 2020 English

Proficiency Index (EF EPI), garnering a score of 562 out of 700. In comparison, from 2016 to 2018, the Philippines managed to remain in the top 15 of the index, placing 11th, 15th, and 14th respectively. In 2019 when the index grew to include a 100 total countries, the Philippines fell six spots compared to the year previous but managed to remain in the Top 20 (Rubio, 2020). Ranked 27th at 2020 unfortunately means that Philippines is out of world’s Top 20 when it comes to English proficiency.

To add with, a world crisis due COVID-19 pandemic dramatically affected everything including educational systems. However, the Philippines’ Department of Education still believes that education should not be compromised. For more than two (2) school calendar years the education, therefore, shifted from conventional face-to-face into a distance learning modality.

The DepEd Order No. 8, s. 2020 asserting the Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan 5.1 states that the ready-to-print copies of Self-Learning Modules (SLMs) developed by the

assigned regions and approved and considered final (DepEd, 2020). However, regional Memorandum No.86 s.2020 cited that centrally developed ADM modules shall be made utilized uniformly in all public schools in Region 5. Meanwhile, District Memorandum No.12, s.2021 in relation to Division Memorandum No.22, s.2021 issued guidelines for Quality Assurance Team on the assessment of Learning Activity Sheets (LAS) to be developed and validated within the district for every subject.

Following the DepEd order, regional memorandum, division memorandum, and district memorandum, the Matnog National High School (MNHS) used ready-to-print copies of Self-Learning Modules (SLMs) for S.Y. 2020-2021 and District Learning Activity Sheets for S.Y. 2021-2022 through modular learning modality. Nonetheless, data on the performance level in English 8, Quarter 2 after using the recommended materials revealed that S.Y. 2020-2021 is 55.835%, while S.Y. 2021-2022 is 71.365%, which falls short of the 75% Performance Level for the Most Essential Learning Competencies (MELCs). This signified that Grade 8 students have performed poorly over the last two years of the pandemic.

English as a subject is a particular area of language arts and multiliteracies that is formally thought to the learners as included in the curriculum implementation. In consort with this, the goal of the Language Arts and Multiliteracies Curriculum is to produce graduates who apply the language conventions, principles, strategies and skills (K to 2 Basic Curriculum Guide, 2016). The identified goal makes the role of the teachers of English vital in ensuring the learners achieve communicative competency and multiliteracy.

Karki (2018) highlighted that supplementary resource materials are additional but, more useful in English language teaching (ELT). It is therefore believed that teachers need to supplement materials to promote motivation, which is one of the key factors influencing learning.

Furthermore, Sukirman (2018) designed worksheets of English academic word for English education department students. The study aimed at designing appropriate worksheets for English academic words. It was indicated that 35 out of 40 students viewed the worksheets can promote and enhancing their English academic words.

Hanifah and Putri (2020) developed a teaching supplementary worksheet for morphology class. This research aimed at developing a supplementary material for morphology class. There are 11 games compiled in this worksheet product. The product is considered a good book because it faces some aspects studied in morphology class.

It is for this reason that the study embarks on developing contextualized supplementary worksheets so as to fill the gap in current literature and studies related to this subject and to make contributions to the research area of English. Moreover, this would cater to the needs of the learners who were unable to keep pace with the teaching and learning process.

Objectives

This study developed and validated contextualized supplementary worksheets in grade 8 English at Matnog National High School, Matnog II District, Division of Sorsogon Province for the school year 2022-2023. Specifically, it sought to (1) develop contextualized supplementary worksheets along with the following learning contents: a. Visual-Verbal Illustrations, b. Fact vs. Opinion: Opinion Marking Signals, c. Multimodal Presentations, d. Comparing and Contrasting Own Opinions, and e. Text Messages: Positive and Negative Tone Words; (2) determine the validity of the developed contextualized supplementary worksheets based on DepEd LRMS along with: a. Content, b. Format, c. Presentation and Organization, and d. Accuracy; and (3) determine the effectiveness of the developed contextualized supplementary worksheets in improving the performance of students.

Methodology

The study employed a descriptive-developmental method to answer the specific problems in the study. As a descriptive study, it determined the difference in the results on the pretest and posttest before and after the utilization of the worksheets. As a developmental study, a five-phase ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Model instructional design was utilized in the development and validation of the material. This employed a product-development process wherein a product was analyzed and described on validation for the final output.

The study comprised two sets of respondents. Five (5) experts validated the developed worksheets. And, thirty (30) students of Grade 8 Bougainvillea determined the

effectiveness of the validated contextualized supplementary worksheets.

The instrument used in this study is the Expert's Validation Sheet (EVS). The experts utilized EVS in validating the worksheets. Also, a Pretest-Posttest was developed and utilized to determine the significant difference before and after the use of the developed worksheets.

Lastly is the Student Journal writing activity for students' noteworthy experiences and takeaways after taking up every worksheet.

The study made use of a pre-experimental single-group pretest-posttest design for the validation of contextualized supplementary worksheets. Statistical tools used in order to analyze and interpret the data including frequency count, weighted mean, and t-test were used to interpret the results.

Framework

This study aimed to develop and validate the contextualized supplementary worksheets in Grade 8 English. Furthermore, the study utilized the ADDIE Model in the development and validation of contextualized supplementary worksheets. It involved five stages: Analysis, Design, Development, Implementation, and Evaluation.

ADDIE model was developed in Florida State University's Center for Educational Technology back in the 1970's. Initially, the model was created as part of a military training project by the US armed forces. Subsequently, practitioners revised the steps, and eventually the model became more fluid and interactive (in a cyclical practice) than the original hierarchical version. By the mid-1980s, the version familiar today emerged. Even though the model is nearly fifty years old, the underpinning methodology has stood the test of time and ADDIE remains a leading learning design methodology to this day (The History of ADDIE, 2023).

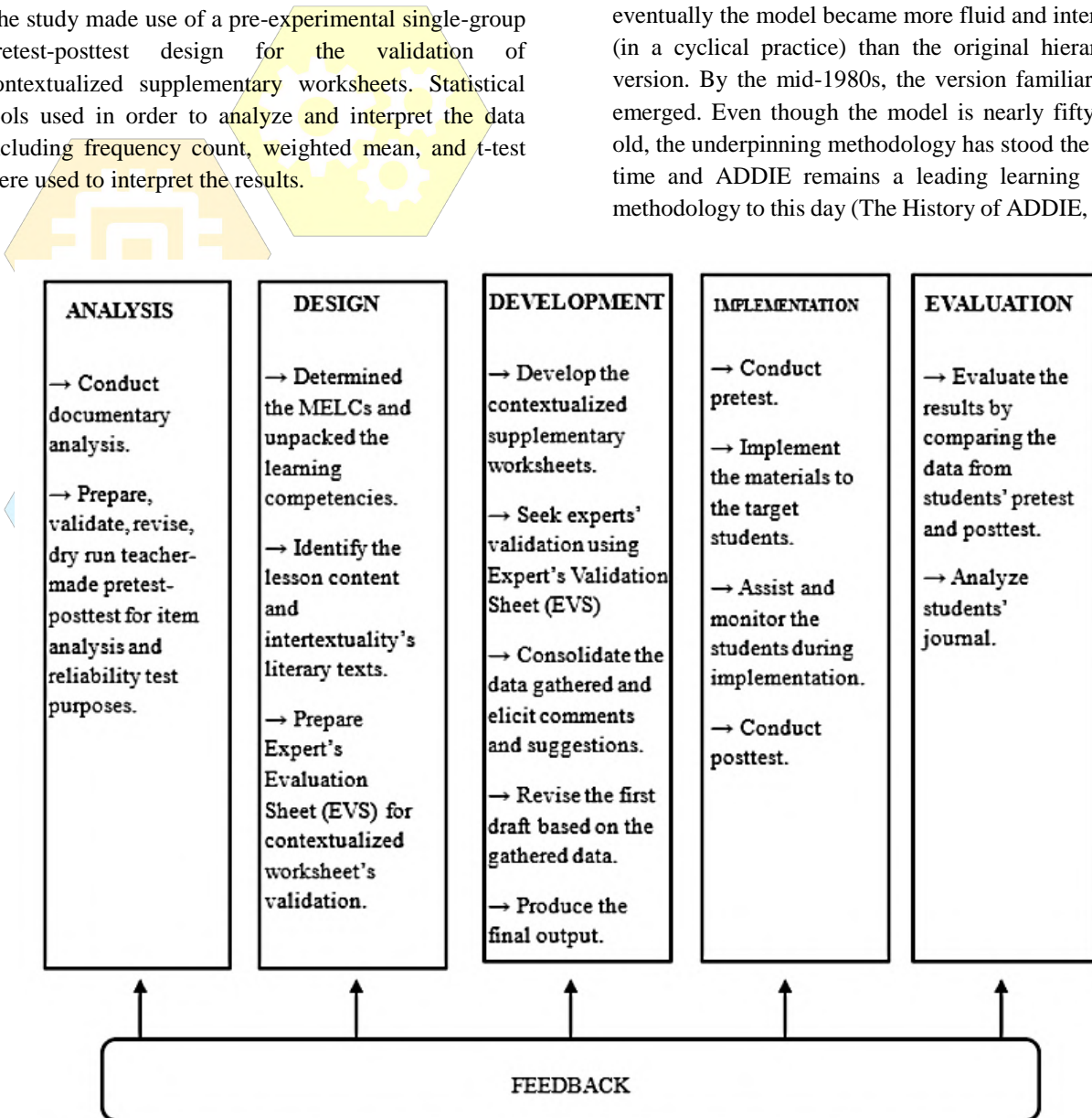


Figure 1. ADDIE Model for the Development and Validation of Contextualized Supplementary Worksheets

Phase 1 – Analysis

The researcher gathered data on the Performance Levels (PL) of MNHS students in English 8 Quarter 1 for the two consecutive school years S.Y. 2020-2021 and S.Y. 2021-2022 with the use of Alternative Delivery Modes (ADM) modules and Learning Activity Sheets (LAS). These were prescribed DepEd materials on the distance learning modality. The researcher made a pretest-posttest assessment material based on English 8, Quarter 2 MELCs. Pretest-posttest was administered to Grade 9 – STE students for item analysis and was trimmed down Dry runs for item analysis and reliability test were conducted to grade 9 since they were the students who have undertaken English 8, Quarter 2 Most Essential Learning Competencies (MELCs).

Phase 2 – Design

After determining the MELCs, unpacking learning competencies, and identifying instructional pedagogies are determined in designing the worksheets. Intense research was conducted to intertext the existing literary pieces for contextualization. Also, the preparation Evaluation Rating Sheet for validation of the contextualized tool was completed

Phase 3 – Development

The researcher developed the contextualized supplementary worksheets through its format C.R.E.F.T. (Content, Reading Engagements, and Featured Tasks). In order to gather evidence that will support the suitability of the worksheet to its intended users, expert validation was sought by the researcher. In doing this, the first drafts of the worksheets were printed along with the Expert's Validation Sheet adopted from DepEd LRMS for validation.

Phase 4 – Implementation

Teacher-made pretest was conducted on the respondents to obtain the performance of students before using the developed materials. Meanwhile, the respondents utilized the contextualized supplementary worksheets. Finally, the posttest was conducted after the use of the worksheets.

Phase 5 –Evaluation

In the evaluation phase, results of pretest and posttest were differentiated to evaluate the effectiveness in improving the level of performance of students. Afterward, the researcher analyzed and discussed the noteworthy experiences of students in utilizing the worksheets.

RESULTS AND DISCUSSIONS

1. Development of Contextualized

Supplementary Worksheets in English 8

Contextualization refers to the educational process of relating the curriculum to a setting, situation or area of application to make the competencies relevant, meaningful and useful to all learners (DepEd Order No. 32, 2015). The contextualization of worksheets employed intertextuality which included reading texts, illustrations, and pictures that denoted real-life contexts.

The 5 developed worksheets are discussed as to how they were contextualized by the researcher:

Worksheet 1: Visual-Verbal Illustrations. This developed worksheet comprises Quarter 2, MELC 1: explain visual-verbal relationships illustrated in tables, graphs, and information maps found in the expository texts. The article “Highlights of Bicol Region Population Density” based from the 2020 Census of Population and Housing (2020 CPH) was utilized instead of “Population Density of China from 2011-2021.” Both texts present a survey on population density. Furthermore, the examples presented are basically contextualized starting from the four types of graphs and table on the population of grade 8 students at Matnog NHS and the Map of Sorsogon. Additionally, an infographic comparing two Philippine primetime shows with a large backdrop image of the casts of “Ang Probinsyano” and Coco Martin was used as an example. Several of the listed information are well-known to the students

Worksheet 2: Fact vs. Opinion: Opinion-Marking Signals. The second worksheet is developed under Quarter 2, MELC2: use opinion-marking signals to share ideas. “Bicolandia” the Bicol Regional March that students are known for since their elementary years was utilized in this worksheet. Hymn is usually sung after the singing of the Philippine National Anthem and Panatang Makabayan during flag-raising ceremonies or any other activities. This hymn was used by the researcher in place of “I Am an African Child” by Eku McGred. Being proud of one's heritage is one of the subjects that run across both literary works. Likewise, for Featured Tasks A and B, the researcher used the blog entitled “Matnog,” which set forth a several stunning locations at well-known tourist attractions in town. The researcher used “Bicolandia” and “Matnog” with the intention that the students would be appreciative of their place of origin and to be a proud Bicolano. Task C is the fill-in-

the-blank activity that served as a summary of the learning for fact vs. opinion and opinion marking signals. After which, References were cited in APA 6th edition. Finally, Just Checkin' In!— a student's journal writing for them to share their experiences and takeaways using the contextualized worksheet on fact vs. opinion: opinion-marking signals.

Worksheet 3: Multimodal Texts. This developed worksheet focuses on Quarter 2, MELC 3: compare and contrast the presentation of the same topic in different multimodal texts. A blog of Philippine Folk Dances—A Collection of Ethnic and Folk Dances of Philippines entitled “Pantomina” was utilized in While Reading engagement. Moreover, Featured Tasks A and B made use of a slideshow and a video of “Pantomina de Sorsogon.” These presentations as the counterpart of “Kabuki: The People’s dramatic art” of TED-Ed Animations. Literary pieces were showcased in different multimodal presentations. Kabuki is the Japanese dance and theater art of kabuki, derived from the word kabuku, meaning "out of the ordinary," can be traced back to the streets of seventeenth-century Kyoto. Kabuki became a dramatic art for the common people, with its use of makeup and facial expressions rather than masks, as well as a playful take on current events. (Mattes, 2013). While Pantomina is a Bicolano folk dance that came from the Spanish word for “pantomime”, because of its courting/wooing movements. Its old name is "Salampati", Bicol term for doves, so the dance is sometimes referred to as the “dance of the doves” (Hilotin, 2019). Kabuki and Pantomina are both reflections of the rich cultural heritage.

Worksheet 4: Comparing and Contrasting Own Opinions. This developed worksheet highlights Quarter 2, MELC 4: compare and contrast own opinions with those presented in familiar texts. An excerpt from “Cell Phones be Allowed in Schools?” revealing the pros and

cons of bringing cell phones in schools is the piece used as the counterpart for “What are the Advantages and Disadvantages of ASEAN?” an article from Reference* last April, 2020. The researcher complemented the pieces for they both express opinions for comparing and contrasting. Learning will be more realistic if the students will be presented with the first piece.

Worksheet 5: Text Messages: Positive & Negative Tone Words. This developed worksheet highlights Quarter 2, MELC 5: recognize positive and negative messages conveyed in a text. The song “Anak” is written by Filipino folk-singer Freddie Aguilar that was subsequently translated in English “Child” and 26 other languages. The researcher utilized the hit song alternate to Hebrew Literature’s Luke 15:11-32: The Parable of the Prodigal Son. As time passes, some children fail to respect and value their parents. The literary pieces have the distinctive theme of repentance and the immeasurable love and forgiveness of parents. The researcher also used the song for not all the students have the same religion or faith moreover, DepEd is non-partisan. The five developed contextualized supplementary worksheets were reproduced for validation. The researcher the worksheets in order to remediate, enrich, and improve the performance level of students in mastering competencies and skills in English 8.

2. Validity of Contextualized Supplementary Worksheets

Validity must be measured prior to the wide distribution of contextualized supplementary worksheets to verify that the materials are ready for use. The study’s Expert’s Validation Sheet (EVS) was adapted from DepEd LRMS to assess the validity of the material by experts’ ratings and the comments and suggestions on several parts of the developed worksheet in Grade 8 English.

Table 1. Weighted Mean for the Validation of Contextualized Supplementary Worksheets

Contextualized Supplementary Worksheets	Factor 1 Content	Factor 2 Format	Factor 3 Presentation and Organization	Factor 4 Accuracy
Worksheet 1: Visual-Verbal Illustrations	15.6	12.0	12.0	15.8
Worksheet 2: Fact vs. Opinion: Opinion Marking Signals	16.0	11.8	12.0	16.0
Worksheet 3: Multimodal Presentations	16.0	12.0	11.6	16.0
Worksheet 4: Comparing and Contrasting Own Opinions	15.2	12.0	12.0	16.0
Worksheet 5: Text Messages: Positive and Negative Tone Words	16.0	11.8	12.0	16.0

It can be gleaned in the table that the total points for weighted mean gained by Worksheet 1 Visual Verbal Illustrations in Factor 1: Content is 15.6, in Factor 2: Format and Factor 3: Presentation and Organization is 12. Worksheet 1 Factor 4: Accuracy is 15.8, which means there is an inaccuracy but is very minor and must be fixed so all experts recommended the material for public use. Worksheet 1 Visual-Verbal Illustrations PASSED DepEd LRMDS standards.

Worksheet 2 Facts vs. Opinion: Opinion Marking Signals attained 16 points for Factor 1: Content, 11.8 points for Factor 2: Format, 12 points for Factor 3: Presentation and Organization, and 16 for Factor 4: Accuracy. Worksheet 2 PASSED DepEd LRMDS standards. In addition, Worksheet 3 Multimodal Presentations gained 16 points for Factor 1: Content, 12 points for Factor 2: Format, 11.6 points for Factor 3: Presentation and Organization, and 16 for Factor 4: Accuracy. Worksheet 3 PASSED DepEd LRMDS standards.

Also, in Worksheet 4 Comparing and Contrasting Opinions the total points obtained in Factor 1: Content is 15.2, in Factor 2: Format, and Factor 3: Presentation and Organization are 12. Factor 4: Accuracy got 16 total points for this worksheet. Worksheet 4 PASSED DepEd LRMDS standards. Finally, Worksheet 5 Text Messages: Positive and Negative Tone completed 16 points for Factor 1: Content, 11.8 points for Factor 2: Format, 12 points for Factor 3: Presentation and Organization, and 16 for Factor 4: Accuracy. Worksheet 5 PASSED DepEd LRMDS standards.

All developed contextualized supplementary worksheets PASSED DepEd LRMDS standards. Moreover, all experts agreed that the material should be approved for use in public schools if the necessary changes and revisions were done.

The material, according to experts, would effectively supplement the teaching-learning process for the target students.

3. Effectiveness of the developed contextualized supplementary worksheets in improving the performance of students.

This study utilized a two-tailed t-test to determine if there is a significant difference between the pretest and the posttest before and after utilizing the materials.

Table 2. Difference between the Pretest and Posttest Results of Students

Statistical Basis	Statistical Analyses
Level of Significance	0.05
Degrees of Freedom	29
Critical Value	2.364
Computed t-value	9.95
Decision on Ho	Reject
Conclusion	Significant

As reflected, the test value of 9.95 is greater than the critical value of 2.364 at 0.05 level of significance with 29 degrees of freedom. Therefore, the null hypothesis is rejected. The findings revealed that there is a significant difference between the level of performance in the pretest and posttest before and after utilizing the developed contextualized supplementary worksheets.

The results indicated that materials helped students perform better that resulted on the improvement of their performance after using the worksheets. Moreover, this implies that the developed and validated contextualized supplementary worksheets may have significant impact in improving students' performance level in mastering competencies in English.

In addition, the noteworthy experiences written in "Just Checkin' In!" by students after utilizing the worksheets were analyzed and evaluated. Based from the data, students were able to relate to the reading texts and activities that the worksheet is highlighting with. Contextualized supplementary worksheets are relatable.

The primary goal of this research is to develop and deliver quality educational materials which are contextualized. By developing contextualized materials, students would not need to go any further as they would be able to learn by relating the inputs or concepts based on their own life experiences.

Another noteworthy takeaway in students' journal writing is that students considered the developed worksheets as interactive learning material. Contextualized supplementary worksheets are interactive. The researcher designed and printed the worksheets colored for the purpose of catching students' attention visually. Likewise, all the concepts are simplified and contextualized to sustain students' interest from the first up to the last page. These factors may contribute to producing interactive worksheets that would lead to students' understanding and enjoyment of

the lessons and tasks. As a result, students may perform better and improve their performance.

CONCLUSION AND RECOMMENDATION

The contextualized supplementary worksheets were developed and validated to improve the performance level of students in English 8, Quarter 2 along with the topics Visual-Verbal Illustrations, Fact vs. Opinion: Opinion-Marking Signals, Multimodal Presentations, Comparing and Contrasting Own Opinions, and Text Messages: Positive and Negative Tone Words. The contextualized supplementary worksheets were effective in improving the performance of students in English. Developed and validated contextualized supplementary worksheets may be considered a learning innovation and can be utilized to improve the performance level of students in English 8, Quarter 2 along with the most essential learning competencies. Teachers may develop similar material in English and other subject areas based on student needs for the improvement of students' performance.

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