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Effectiveness of Competency-Based Strategic Intervention Materials in English 7

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Abstract. The authors discussed the effectiveness of competency-based strategic intervention materials in English which were given to learners to help develop their least mastered skills. They discovered that the pretest mean scores are very poor prompting the explanation behind the authors to build up the Strategic Intervention Materials. Focusing on the competency-based strategic intervention materials, the authors used two hundred Grade 7 learners of Camarin High School and covers only third semester topic in English 7 which is combining sentences using logical connectors. Strategic Intervention Material is used in classes remediation to give focus on developing the least mastered skills of the learners as identified in the pretest mean scores. The chosen two hundred learners took the pretest and posttest. Consequently, purposive sampling was used by the author in utilizing the study. In line with this, the author also used z-test in utilizing the study. After utilizing the strategic intervention materials, the F-computed value 1.01 is less than F-tabular value 1.76 at 5% level of significance with 29 degrees of freedom, therefore the null hypothesis is accepted. There is a significant difference on the assessment of the two groups of respondents on the effectiveness of the competency-based SIM in terms of quality. The author observed that the learners were enjoying and learning as they go along with the SIM. In this case, the learners had already developed and improved their least mastered skills. They were able to combine logical ideas and sentences with the use of logical connectors appropriately. These led to the excellent performance of the learners. Aside from this, learners were also able to develop their passion in reading.

Key Words: Strategic Intervention Material; Purposive Sampling; Competency

1. INTRODUCTION

One of the objectives of the Department of Education is that no learners will be left behind. This ensures that all learners were given the equal chance to learn better in school and develop their least mastered skills. Because of this, the competency-based strategic intervention materials serve as a solution to the very poor performance of the learners

when it comes to developing their least mastered skills.

The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential in mastering the least mastered skills of the learners. Competency-based learning is more widely used at the elementary level, although more middle schools and high schools are adopting the approach. As with any



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educational strategy, some competency-based systems may be better designed or more effective than others.

It is a necessity for the educators to provide the learners various learning materials that will help them enhance their English language skills and obtain full mastery in the mentioned field. It has also been said that “English is a universal language”. As learners of English, it is important that each of the learners should meet all of the learning competencies in English. The competency-based strategic intervention materials in English provide a solution to the poor language performance of such learners. These materials were based on the learning competencies of English and also a combination of technology, creativity, and resourcefulness of the teachers. It is one of the instructional materials used for remediation or to reteach the least mastered competencies suited for 21st century learners.

As stated on DepEd Memorandum No. 39, series of 2012, the policy guideline in addressing learning gaps and implementing reading and writing program in secondary schools, DepEd recognized that most of the secondary schools had already put in place a remediation programs to address the deficiencies in learning. In order to systematize the process, the mentioned order advised the schools to frame their programs and interventions within the guidelines prescribed. The utilization of Strategic Intervention Materials aims to improve the least mastered skills of the students in a particular subject area.

In line with the Deped Memorandum 117, Series of 2005, it is stated that Strategic Intervention Materials are materials prescribed by the Department of Education to improve the students’ performance in English. To promote successful learning in the said subject area both in elementary and secondary learners, the Department of Education provided the teachers’ training and workshop on preparing these intervention materials to be used.

The Strategic Intervention Materials help the leaners to develop the competencies that they did not master during the regular classes. It can be presented using power point presentation, printed materials, or computerized activities. The SIM focuses only on one particular competency intended for remediation.

1.1 Background of the study

The competency-based strategic intervention materials are materials used in developing the least mastered skills of the learners. These materials were

anchored to the objectives of the K-12 Curriculum wherein no learners will be left behind. With the use of these intervention materials, learners were able to come up with the mastery of the least mastered skills.

The Camarin High School Grade 7 learners' steady execution in the quarterly examination in English wherein the last got the least grades ended up a standout amongst the most difficult worries of the instructors. After effects of the said examinations were proposed to control the teachers in improving their nature of instructing to make more contextualized showing materials and advancing extra mediation for the understudies.

1.2 Research Questions

1. What least mastered skills are identified based on the results of the pretest in English 7?
2. What is the level of performance of the learners in English 7 pretest before utilizing the Strategic Intervention Materials?
3. Is there a significant difference in the performance of the respondents before and after utilizing the Competency-Based Strategic Intervention Materials?
4. How effective is the competency-based strategic intervention materials in terms of content and quality?

2. METHODOLOGY

2.1 Research Design

The study used both descriptive and one group experimental design using the pre-test and post-test as a tool in gathering data to measure the performance of the student-respondents on the Competency-Based Strategic Intervention Materials (SIM). As stated by Devin Kowalczyk (2015), a pre-test-post-test design is usually a one group experiment wherein participants are being studied before and after the utilization of the experiment. A one-group experiment simply means participants were not randomly assigned. It is possible to have a group (control group) who doesn't undergo the utilization. In the pre-test and post-test design, there is only one group and all of them are in the experimental condition.



2.1 Research Respondents

The student-respondents of the study consisted of 200 Grade 7 learners who got the lower scores in the pre-test. The chosen students took the pre-test and post-test.

2.3 Research Instruments

The following are the research instruments used in the utilization of the study:

Competency-Based Strategic Intervention Materials. These are the materials or teaching aids used by the teacher given to the learners to help them master a competency-based skill which they were not able to develop during the regular classroom teaching. They give the learners the opportunity to acquire new ideas. These instructional materials help the teacher in the remediation of concepts and skills and also help the learners to master the competencies stated in K-12 curriculum.

Pre-test and Post-test. These are the tests given to the students of Grade 7 in English consisted of 20 item test on Figurative Language and 10 item test on Subject and Verb agreement.

The study utilized Research Administrative Form (RAF) as an evaluation instrument for the Strategic Intervention Materials. This shows the records of the students' pre-test and post-test.

2.4 Statistical Treatment of Data

The statistical tools utilized in the study are the following.

Formula was used to calculate values related to statistical concepts of analyses.

Percentage distribution was used in describing the student-respondents' performance in English based on the result of the pre-test and post-test before and after the utilization of the Strategic Intervention Materials.

Ranking was used to identify the data transformation in which numerical or ordinal values are placed by their rank when the data are sorted.

Standard Deviation was utilized to indicate the extent of deviation for a group as a whole.

Z-test for correlated samples was administered to find out the significant difference between the students' performance in the pre-test and post-test in the English examination.

Upon gathering the pre-test and post-test mean scores, the authors determined the significant difference in teaching with or without the utilization of Strategic Intervention Materials.

2.5 Data Gathering Procedure

The authors choose the least mastered skills among the competencies in the Grade 7 K-12 Curriculum to anchor the content of the strategic intervention material. The pre-test was given to the student-respondents before the conduct of the study. The experimental group was given the Strategic Intervention Material and a post-test was given after the end of the lesson. Upon gathering the pre-test and post-test mean scores, the authors determined the significant difference in the performance of the learners with the utilization of Competency-Based Strategic Intervention Materials.

3. RESULTS AND DISCUSSION

Based on the gathered data, the authors found out the following:

Table 1 presents the description of the least mastered skills based on the diagnostic test as shown on the table.

Table 1. Least Mastered skills in English

Least Mastered Skills	Rank	Item Numbers	MPS	Level of Proficiency
Conjunctions	1	21-25	28.15	No Mastery
Identifying Errors and Noting Details	2	26-30	30.34	No Mastery
Understanding Subject-verb Agreement	3	46-50	31.32	No Mastery

As shown that the least mastered skills are identified based on the results of the pretest in English 7. Rank 1 or 28.15 composite mean index was gained by the topic "conjunction".



Table 2 shows the competency-based strategic intervention materials based on the identified least mastered skills.

Table 2. Competency-based Strategic Intervention Material based on the least mastered skills

Learning Competencies	Learning Code	Rank
Link sentences using logical connectors that signal chronological and logical sequence and summation	EN7G-III-b-1	1
Identify errors as a tool to assert one's unique identity and to better understanding with literature.	EN7OL-III-b-3:	2
Use subject-verb agreement as basis for conjectures made about a text	EN7RC-III-b8.1:	3

As gleaned at the table, rank 1 on “Link sentences using logical connectors that signal chronological and logical sequence and summation” followed by rank 2 on “Use the active or passive voice meaningfully in varied context”, and rank 3 or 2 on Use direct and reported speech appropriately in varied context”

The outcome of the table demonstrates the use of the learning competency of the topic subordinating conjunctions and has changed the substance of preparing the strategic intervention materials. The prepared SIM by the researcher has made information dynamic as much as possible.

Table 3 shows the Competency-Based Strategic Intervention Materials in terms of content.

Table 3. Competency based Strategic Intervention Materials in terms of content

Content	Mean	V.I	Rank
Content is suitable to the student's level of development.	4.00	VS	1
Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	3.90	VS	2
Material is free of ideological, cultural, religious, racial, and gender biases and prejudices	3.81	VS	4
Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	3.44	VS	7
Material enhances the development of desirable values and traits.	3.75	VS	5
Material has the potential to arouse interest of target reader	3.67	VS	6
Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern	3.89	VS	3
Total Weighted Mean	3.78	VS	

Results of the competency-based strategic intervention materials demonstrate that content advancement has helped in the improvement of convenient learning and long partition learning. The use of web content advancement has enabled educators to accomplish understudies transversely over guests and besides students from making countries have used content development to purchase in for front line information as a tool in communication.



Table 4 shows the Competency-based Strategic Intervention Material in terms of quality.

Table 4. Competency based Strategic Intervention Materials in terms of quality

Factor 2: Quality	Mean	Verbal Interpretation	Rank
Prints	4.00	VS	2
Illustrations	3.99	VS	4
Design and Layout	3.91	VS	5
Paper and Binding	4.00	VS	2
Size and Weight of Resource	4.00	VS	2
Total Weighted Mean	3.97	VS	

Results demonstrate that the format advancement has helped in the improvement of convenient learning and long partition learning in SIM. The use of format advancement has enabled educators to accomplish students transversely over guests and understudies from making learning easier. The respondents concluded the size of letters is appropriate to the intended user, spaces between letters and words facilitate reading, Font is easy to read, and printing is of good quality. In terms of illustration, the respondents describe the SIM Simple and easily recognizable. The SIM clarified and supplemented the text, and properly captioned. As stated on DepEd Memorandum #117, Series of 2005, Strategic Intervention Materials are materials prescribed by the Department of Education to improve the students' performance in English. To promote successful learning, the Department of Education provided the teachers' training and workshop on preparing these intervention materials to be used.

Table 5 shows the Performance of the learners in the posttest after utilizing the competency based Strategic Intervention Materials

Table 5. Performance of the learners in the posttest after utilizing the competency-based strategic intervention materials

Group	Mean	SD	z-computed	z-critical	p-value	Decision	Interpretation
Pretest	6.70	2.22	+67.88	+2.05	0.0000	Reject Ho	Significant Difference
Posttest	19.20	2.55					

N=30, df=29, $\alpha=0.05$ mean difference= 13.10

As seen on the table, the z-computed value of 67.88 is greater than the z-tabular value 2.05 at 0.05 level of significance with 29 degrees of freedom. Null Hypothesis is rejected. Therefore, there is a significant difference between the pretest and posttest mean scores of the student-respondents with the utilization of the competency-based strategic intervention materials.

4. CONCLUSIONS

The researcher, based on the data presented, concluded that:

The utilization of the competency-based strategic intervention materials has never been easy. Some challenges were encountered in the SIM utilization. Primarily, school has limited materials. Secondly, not all teachers assigned have their own localized material to be used in remedial intervention, and lastly, not all teachers are capable of developing and utilizing SIM.

There are varied least mastered skills which were identified based on the results of the pretest in English 7. This led to the authors to the develop a competency-based strategic intervention materials based on the least mastered skills of the learners. The SIM was marked effective in the LRMDS quality assurance in terms of content and quality as assessed by the teachers themselves and department heads/ LRMDS Coordinator respondents. There is a significant difference between the assessment of two



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groups of respondents on the effectiveness of the competency based Strategic Intervention Materials. Wherein, there was an increase of performance of the learners in the posttest after utilizing the competency based Strategic Intervention Materials.

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