

DEVELOPMENT, VALIDATION, AND ACCEPTABILITY OF SUPPLEMENTAL INSTRUCTIONAL MATERIAL IN ORAL COMMUNICATION IN CONTEXT

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ABSTRACT

This study aimed to develop, validate and assess the acceptability of supplemental instructional material in oral communication in context that can serve as a useful tool for both teachers and students in senior high school. The study used the descriptive research method which includes the development, validation, and the assessment of acceptability of the supplemental material. In the development stage, the research developed the supplemental instructional material anchored to the most essential learning competencies established by the department of education. In the validation stage, twenty-two expert evaluators from the Borongan City Division served as the respondents, one english supervisor, seven school heads, seven master teachers, and seven oral communication teachers. They were selected to validate the supplemental instructional material in terms of its usability, consistency, curriculum alignment, objectives, content, presentation, and evaluation. The validation of the experts revealed that the proposed supplemental instructional material in oral communication received high rating across the criteria with grand mean scores ranging from 4.61 to 4.77 indicating “Highly Valid” evaluations. A total of eighty student-respondents as well as the twenty-two experts were able to assess the acceptability of the supplemental instructional material in terms of objective, format, content, organization, language, and usability. They rated the developed instructional material with grand mean scores ranging from 4.31 to 4.41. This concrete result can contribute to improving the quality of instruction, particularly in oral communication in context.

Keywords: Development, Validation, Acceptability, Supplemental Instructional Material

INTRODUCTION

Education is an endless process, and its advancements and modifications are mostly driven by the demands of students as they evolve over time. The educational curriculum in the Philippines is designed with the complete consideration of the welfare of the students. Thus, achieving a high-quality instruction is a top consideration of every teacher in the country. In this sense, teachers constantly develop materials to aid students in mastering competencies they need to acquire (Adora, 2023).

Recently, the result of the Program for International Student Assessment (PISA) published in December 2023 showed that Filipino students scored 355 compared to the highest score of 575 (Singapore), ranking 75th out of 80 in reading. In an interview of former DepEd Secretary – Vice President, Sara Duterte, she pointed out that the result served as an empirical basis on how to move forward and make progress as the country proceeds with learning recovery. She emphasized the urgent need for a reform of the educational system, with modifications to the curriculum and the development of pertinent teaching materials, in order to enhance student learning.

Undeniably, based on the 2023 English literacy test result of Eastern Samar National Comprehensive High School, only 172 out of 1897 senior high school students were labeled as independent readers, 1725 students who took the test lagged under instructional and frustration level. These identified struggling learners in literacy are subject for remediation to address their needs.

As a matter of fact, Filipinos' poor performance in local and global assessments, particularly in reading, is strongly linked to a lack of supplemental instructional materials in English subjects, which is seen as one of the drawbacks of the old curriculum (Singh, 2023).

This study is designed to solve the difficulty based on the above premise and the found empirical gaps. Therefore, the purpose of this study is to develop, validate and assess the acceptability of the new learning resource in Oral Communication in Context that will enhance learners' performance in literacy tests.

RESEARCH PROBLEM:

The study aimed to develop a supplemental instructional material in English subject, particularly in Oral Communication in Context anchored to the Most Essential Learning Competencies to address the scarcity of resources, validation and the assessment of acceptability of the material were done after.

OBJECTIVES OF THE STUDY:

The study sought information relative to the following:

1. To develop a supplemental instructional material in Oral Communication in Context.
2. To validate the developed supplemental material in Oral Communication in Context in terms of:
 - 2.1. usability;
 - 2.2. consistency;

- 2.3. curriculum alignment;
 - 2.4. objectives;
 - 2.5. content;
 - 2.6. presentation; and
 - 2.7. evaluation.
3. To assess the acceptability of the developed supplemental material in Oral Communication in Context in terms of:
 - 3.1. objective;
 - 3.2. format;
 - 3.3. content;
 - 3.4. organization;
 - 3.5. language; and
 - 3.6. usability.

METHODS:

This study was focused on the development, validation, and acceptability of supplemental instructional material in Oral Communication in Context. The development of the supplemental material was limited to the Most Essential Learning Competencies as follows, 1. explains the functions, nature and process of communication, 2. differentiates the various models of communication, 3. uses various strategies in order to avoid communication breakdown, 4. examines sample oral communication activities, 5. identifies various types of speech context, 6. distinguishes types of speeches and speech style, 7. responds appropriately and effectively to a speech act, 8. employs various communicative strategies in different situations, 9. explains a shift in speech context, speech style, speech act, and communicative strategy affects the following, language form, duration of interaction, relationship of speaker, role and responsibilities of the speaker, message and delivery, and lastly, 10. uses principles of effective speech writing focusing on audience profile, logical organization, duration, word choice, grammatical correctness, articulation, modulation, stage presence, facial expressions, gestures, and rapport with the audience.

The curriculum experts such as education program supervisor in English, school heads, master teachers, and oral communication teachers in the seven secondary schools of Borongan City Division were labeled as the “expert-respondents” moreover the student-respondents are those who were enrolled in Oral Communication in Context the total respondents were 80.

Furthermore, the researcher adapted an instrument from Cruz to assess the validity and Salavaria to collect data relative on the acceptability of the supplemental instructional material.

RESULTS:

Development of Supplemental Instructional Material

This supplemental instructional material for Oral Communication in Context was carefully developed to fill the gap in existing resources, ensuring that teachers have the necessary tools to effectively deliver lessons anchored in the most essential learning competencies. By addressing this gap, teachers can provide a more structured and comprehensive educational experience that meets the required standards. Thus, it will help students enhance their understanding and improve their skills in alignment with their needs.

Valuable recommendations from students and expert reviewers regarding formatting and content were carefully integrated into the final version of the supplemental instructional material to guarantee its validity and acceptability.

Validity of the Developed Supplemental Material

Table 1 showcases the validity of the developed instructional material in Oral Communication in Context validated by experts. This validation reinforces the material's effectiveness as a teaching resource, ensuring that it aligns with the educational goals set forth by the curriculum. The results of the study demonstrate that the developed instructional material in Oral Communication is highly valid across all evaluated variables, with an overall mean of 4.68 and a low standard deviation of 0.357, indicating consistent quality and acceptance. Among the variables, curriculum alignment received the highest mean score (Mean = 4.77, SD = 0.233), emphasizing the material's strong adherence to educational standards and its relevance to the prescribed curriculum. Similarly, the material excels in addressing its stated objectives (Mean = 4.73, SD = 0.456) and ensuring effective presentation (Mean = 4.73, SD = 0.318), reflecting its clarity and the logical organization of content. The material's usability (Mean = 4.65, SD = 0.396) and consistency (Mean = 4.66, SD = 0.340) highlight its practical application and reliability across different contexts, further validating its accessibility for educators and students alike. The content (Mean = 4.61, SD = 0.391) demonstrates thoroughness and relevance, ensuring that learners receive accurate and engaging information. Additionally, the evaluation component (Mean = 4.64, SD = 0.363) underscores the material's effectiveness in assessing learning outcomes and providing constructive feedback that promotes continuous improvement. Collectively, these results confirm that the instructional material is well-designed, comprehensive, and aligned with pedagogical goals, making it a valuable tool for enhancing learning in Oral Communication. Furthermore, the highly valid rating across various aspects is anchored to the study of Araza and Magnaye (2023) that centers on the development and validation of MELC-based workbook in General Physics which emphasizes that the material was aligned to the curriculum, readable, well-organized, comprehensible, consistent, and appropriate to the level of the learners.

Table 1. Validity of the developed instructional material

Variables	Mean	SD	Interpretation
Usability	4.65	.396	Highly Valid
Consistency	4.66	.340	Highly Valid
Curriculum Alignment	4.77	.233	Highly Valid
Objectives	4.73	.456	Highly Valid
Content	4.61	.391	Highly Valid
Presentation	4.73	.318	Highly Valid
Evaluation	4.64	.363	Highly Valid
Over-all Mean	4.68	.357	Highly Valid

Acceptability of the Developed Supplemental Instructional Material

Table 2 highlights the information that were evaluated by both experts and students. The over-all mean indicates a highly acceptable result which possesses a value of 4.39 coupled with its standard deviation of .680. While the sub means are as follows, objective 4.43 with an SD = .665, format 4.35 indicating an SD = .687, content signifies a mean of 4.43 which corresponds to a .684 SD, organization demonstrates a 4.40 mean bearing a standard deviation of .678, language establishes a 4.31 mean and a standard deviation of .700, whereas usability shows a mean of 4.41 associating it to a highly acceptable interpretation with .666 standard deviation.

The study's result is in match with Rongayan, Jr. and Dollete's (2019) study that focuses on 'Development and Validation of Physical Science Workbook for Senior High School', which demonstrated that the supplemental instructional material in oral communication in context was highly accepted by both experts and students. Additionally, the over-all result is also anchored with the study of Araza & Magnaye (2023), that the MELC-based workbook they created may be used by both teachers and students, since it was highly acceptable.

Table 2. Acceptability of the developed instructional material

Variables	Mean	SD	Interpretation
Objective	4.43	.665	Highly Acceptable
Format	4.35	.687	Highly Acceptable
Content	4.43	.684	Highly Acceptable
Organization	4.40	.678	Highly Acceptable
Language	4.31	.700	Highly Acceptable
Usability	4.41	.666	Highly Acceptable
Over-all Mean	4.39	.680	Highly Acceptable

DISCUSSION:

This descriptive-developmental study focuses on the development, validation and acceptability of a supplemental instructional material in Oral Communication in Context. The findings revealed that the developed instructional material is highly valid in terms of its usability, consistency, curriculum alignment, objectives, content, presentation, and evaluation. Moreover, the developed supplemental instructional material was highly acceptable in terms of objective, format, content, organization, language, and usability. Thus, the overall findings highly manifested that the supplemental material can be utilized by both learners and teachers.

CONCLUSION:

The supplemental instructional material in Oral Communication in Context was made to fill the scarcity of learning resources which are aligned to the Most Essential Learning Competencies. Through this initiative, a highly valid and a highly acceptable instructional material was made.

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