Assessing Students' Performance in English Selected Topics through Self-Learning Modules: A Comparative Study

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Abstract— The primary purpose of the study was to determine the significant difference in the student performance in English selected topics through self-learning modules based on their sections. The respondents of the study are the 123 fourth-grade students of a central elementary school. Utilizing the descriptive-comparative type of research with Mean and Analysis of Variance as statistical tools, it was found that the level of student performance was satisfactory and there is no significant difference in the level of student's performance when grouped according to section. The researchers, therefore, recommended that the school may implement face-to-face instruction with the help of the parents to address the needs of the students for their academic performance. Teachers should conduct a remedial class for the students with low academic performance and include assessments to assist and help the students develop their cognitive skills. Furthermore, future researchers were recommended to conduct similar studies with wider scope, with different research design and set of respondents.

Indexed Terms—Students' Performance, English, Self-Learning Modules

I. INTRODUCTION

COVID-19 has dramatically impacted our society, especially in the education sector, wherein students learn through modular distance learning. It is a challenge for the schools, teachers, parents, and especially children because they have to adapt to the new method of delivery learning. Since face-to-face classes are not yet prohibited, the Department of Education produces self-learning modules for the learners. This study will research some problems related to self-learning module learning.

The pupils meet challenges in using self-learning modules regarding time management, comprehension, motivation, and independent learning (Gueta & Janer, 2019). This research study stated that a lack of schedule leads the learner to rush all through the day, and one factor that affects time management is multitasking. Another is comprehension which is a disadvantage for the students. Moreover, the lack of interaction between students and teachers is challenging because parents seem to have limitless time, resulting in students trying out new things and ideas. Curricular and co-curricular activities are part of the teaching and learning process. Extracurricular activities give learners the self-confidence to become well-rounded individuals (Naik, 2018). It was evident that extracurricular and other school activities have been restricted in the new normal in education. Differentiated activities such as role-plays, educational games, and other group activities are not being observed in modular distance learning.

In rural areas, the internet is inaccessible for online learning (Guiamalon, 2021). All public schools in the Philippines currently use the Modular Learning modality. This is a form of distance learning that uses Self-Learning Modules (SLM) and is the most convenient way for the students and has also been chosen by the parents/guardians. Aside from well-oriented and well-prepared teachers, they have sufficient training and skill development to perform their functions. However, some parents/guardians are hampered because they cannot support their children in the new learning modality and are incapable of explaining the modules to their children.

A research study by Guimalon (2021) stated that due to the absence of face-to-face instruction, the learners could not focus on learning, especially to the parent's incapability to facilitate their children in explaining the modules provided to them. The president of Far Eastern University, Michael Alba, said that because of remote learning, children would be homeschooled and miss their teachers. Alba added that the teachers are trained to develop rapport with the students, and parents may not have developed the skill of patience because of their relationship with their children. Moreover, it is quite challenging to the parents due to their ability to be teachers to their children and their capability to adapt to modular learning.

With the issues cited above, the researchers prompted to conduct this study to determine the significant difference in the students' performance on English selected topics though self-learning modules. The said students are the chosen respondents of this study since they are in modular distance learning using self-learning modules. The result of the study will help teachers and parents to strengthen their interaction and address the needs of the students.

II. REVIEW OF RELATED LITERATURE

A. Students' Performance through Self-Learning Modules

In the literature, self-learning modules are explained as independent learning tools that guide students by a step-by-step process for attaining learning objectives. It contains primary elements, including clear objectives and directions, materials needed for achieving objectives, and tests to determine the effectiveness. The learning materials generally contain text and pictures explaining what are to be learned and include self-assessment examinations after self-learning. Whereas, in traditional learning strategies with teachers, self-learning is inexpensive, self-explanatory, easy, and widely distributed, usually used by students, nurses, and other groups. Moreover, self-learning shows some distinct characteristics, such as stimulating learners' independence, allowing them to have self-management, and letting them manifest the learning process and use it as an independent approach to learning (International Journal of Environment Research and Public Health, 2020).

At any level of education, the primary goal of teaching is to affect a fundamental change in the student (Tebabal & Kahssay, 2011). Teachers should utilize appropriate teaching strategies that best suit the specific objectives and learning outcomes to facilitate transmitting the information. However, most of the student's poor academic performance is directly linked to the inadequate use of teachers' methods to impart knowledge to the students (Adunola, 2011). According to extensive research on the efficiency of teaching strategies, the quality of instruction is frequently mirrored in the students' achievements. Teaching, according to Ayeni (2011), is a process that entails inducing desired changes in learners in order to attain particular results.

According to Sadiq and Zamir (2014), self-learning modules are individual-use instructional material that provides learning chances to build a set of abilities. This approach is more effective than traditional strategies because students learn at their own pace and style. Feedback is the essential component of the teaching and learning process; the lack of continual feedback from the teacher on students' performance is a drawback (Natalia & Julia, 2018). Distance learning has its advantages and disadvantages for learners. One of the advantages is that it will give students access to learning opportunities throughout the day, giving significant control over the learning schedules and allowing them to participate actively in making decisions about their learning process (Hyland & Hyland, 2006). It will prevent students from asking questions and sharing nonverbal signs with the teacher.

MDL is now being used in the Philippines, where face-to-face interaction is still not viable (Agaton & Cueto, 2021), and online learning is difficult in the province of Palawan (Agayon et al., 2022). MDL uses self-learning modules (SLMs), which promote independent and self-paced learning, even though it undermines academic integrity among students (Bautista & Pentang, 2022) and may increase students' demotivation (Bordeos, 2021).

However, the student's academic performance decreased after the implementation of Modular Distance Learning (MDL) (Dargo & Dimas, 2021). This specifies that face-to-face is an essential part of

physical learning and was favorable and more effective in student learning. The study showed that having no interactive relationship between teachers and the learners leads them not to be interested in learning and refuse to explore their skills. Students are not able to give a chance to interact with their teacher task several questions regarding the lesson, which will lead to a lack of processing of the module's content and a lack of explanation from their teacher.

The study by Larawan (2013) stated that "modules must generally be very satisfactory in terms of physical aspects, objectives, instructions, learning, and evaluative instrument using separate and combined evaluations," which is in line with the development of effective learning modules and activities. Similarly, modules to scaffold instruction "may give students the knowledge and abilities to observe and grasp social problems in the local community, particularly concerning economic activity and natural resource utilization."

In addition, Gonzales (2015) stated that modular learning is one of the teaching approaches where the students have to learn everything in the module using their effort at their own pace. Moreover, he asserted that the method differs from the traditional one wherein the students just listen to learn the concepts presented by the teachers. He also indicated that the modular method, which is student-centered, self-paced, and does not require note-taking, would be a suitable alternative to help students overcome their challenges in the typical classroom setting. Additionally, employing a module to teach English rather than a textbook as in the conventional techniques is intended to promote active learning, advance critical thinking, and strengthen problem-solving abilities.

Yazon (2016) listed characteristics of the module that students rated as crucial to how well they understood the module's lessons. Among the qualities were the inclusion of learning competencies in the modules, supplemental activities that improve students' comprehension of the contents, the use of appropriate language and words in the module, clear and detailed instructions, and the availability of self-assessment to gauge students' progress. As a self-directed and independent learning tool, SLM modules will be effective based on these characteristics.

In her experimental study, Nardo (2017) concluded that there was no significant difference between the performance of the experimental and control groups on the regular, assigned, and evaluative tasks. This suggests that the students can use the modules without much teacher involvement. In other words, the modules explain what students must do and how to complete the assignments.

According to Cheng and Abu Bakar (2017 in Ambayon & Millenes, 2020), employing a teaching module rather than a textbook to teach English promotes active learning, advances critical thinking, and strengthens problem-solving abilities. It allows the lecturer to carry out formative evaluations in the classroom. Standardized textbooks have unique formats, contents, and material coverage levels, which may impact the teaching and learning environment. As a result, using a module offers a more flexible learning environment for teachers and students.

According to Stop and Smith (2013), academic achievement is the degree to which a student, instructor, or organization has met the objectives of education. As defined by Terrence and Peters (2010), in Kiamba and Mutua (2017), academic performance or achievement is the result of schooling. Low academic achievement is attributed to a lack of labor, lack of focus during lessons, a lack of commitment and motivation to work, a lack of instructional equipment, poor student attitudes, a lack of conceptual understanding, ineffective study skills, disregard for class assignments, and a pleasure-seeking attitude (Olarewaju, 2017). The primary expectation of all parties involved in education is always the school's academic success. According to numerous academics, poor performance results from students' laxity, teachers' lack of dedication, the absence or ineffective use of instructional resources, and the school's culture, among other things.

Moreover, according to Kamalludeen (2020), alternative evaluation methods must be employed to keep track of the student's development and success. The evaluation must concentrate on the student's

performance to determine whether the learning objectives have been met.

III. METHOD

A. Research Design

The research design used a descriptive-comparative type of research. This research design is intended to describe the differences among groups in a population without manipulating the independent variable (Cantrell, 2011). In this study, the researchers considered the class sections of the students if there is a significant difference in their academic achievement when these students are compared according to their sections.

B. Research Respondents

The respondents of this research were the fourth-grade students of Kaputian Central Elementary School, which has a population of 123 students from the three sections, namely Molave (43 students), Mahogany (40 students), and Narra (40 students), respectively. Moreover, the researchers utilized total population sampling, where the entire population meeting the criteria is included in the research (Etikan et al., 2016).

C. Research Instruments

The researchers used an adapted survey questionnaire following the DepEd guidelines using self-learning modules based on MELCS. The type of test the pupils took was a summative type of test which was given by their teacher with the assistance of the researchers. The students' performance using self-learning modules was measured using a five-point Likert type scale.

The scale of 5 that has a range score of 12.00 – 15.00 with a description rating of *Outstanding* that interpreted as the student at this level shows his/her understandings, fundamental knowledge and skills and transfers them automatically to learn the selected topics on English through self-learning modules; scale of 4 that has a range score of 9.00-11.99 with a description rating of *Very Satisfactory* that interpreted as the student at this level shows his/her development and adequate performance in fundamental knowledge, skills and understandings and can learn the selected topics on English through self-learning modules; scale of 3 that has a range score of 6.00-8.99 with a description rating of *Satisfactory* that interpreted as the

student at this level show his/her development in fundamental knowledge, skills and understandings with the help and guidance from their teachers and parents in terms of learning the selected topics on English through self-learning modules ; scale of 2 that has a range score of 3.00-5.99 with a description rating of *Low* that interpreted as the student at this level shows his/her minimum fundamental knowledge, skills and core understandings but needs enormous help in learning the selected topics on English through self-learning modules; and the scale of 1 that has a range score of 0.00-2.99 with a description rating of *Very Low* that interpreted as the student at this level struggles with his or her understanding in learning the selected topics on English through self-learning module and his/her skills have not been developed to aid understanding.

D. Research Procedure

The following procedures were used in the gathering of data:

1. Asking Permission to Conduct the Study. The researchers wrote a letter of permission to the Dean of College of UM Peñaplata College and to the principal of Kaputian Central Elementary School to ask permission to conduct the study on "Assessing Students' Performance in English Selected Topics through Self-Learning Modules".

2. Questionnaire Construction. The researchers adopted questions from the self-learning modules of the pupils and create a table of specifications for the validity of the questionnaire. Both the questionnaire and the table of the specification were written under the DepEd guidelines. The questionnaire was in the form of a summative test comprising two weeks of lessons on quarter three topics.

3. Validation of Questionnaire. After the questionnaire is prepared, it is reviewed by the assigned adviser. It will be validated by the panel and one of the DepEd English teachers of Kaputian Central Elementary School.

4. Distribution of the Questionnaire. With the approval of the request, the researchers went to the school and gave the questionnaires to the assigned teacher of Grade 4 sections, Mahogany, Molave, and Narra, following the health protocols. The

questionnaire was distributed by the teacher to the identified respondents at the school.

5. Retrieval of Questionnaire. The questionnaires were retrieved after having been accomplished by the respondents.

6. Collation and Tabulation of the Data. The retrieved questionnaires were tallied and recorded accordingly. The result was analyzed, interpreted, and statistically computed to answer this study's questions with the statistician's help.

E. Statistical Treatment of Data

All questionnaire responses were collected, examined, and interpreted in light of the research's objective. Following the necessary statistical analysis, the acquired data was then examined. The statistical tools used in this study are the following:

Mean. This was used to find the level of the student's performance in selected topics in English through self-learning modules.

Analysis of Variance. This was used to determine the significant difference in the students' performance on English selected topics through self-learning modules when categorized according to their sections.

IV. RESULTS AND DISCUSSION

A. Level of Student's Performance in English Selected Topics through Self-Learning Modules

Table 1 shows the overall mean of fourth-grade students' performance is 7.70, with the descriptive equivalent of satisfactory interpreted as showing that learners could meet the minimum standards set by their teachers. This means the student at this level show their development in fundamental knowledge, skills, and understandings with the help and guidance from their teachers and parents in terms of learning the selected topics in English through self-learning modules. However, they were unable to achieve very satisfactory or outstanding performance.

Table 1. *Level of Student's Performance in Selected Topics in English through Self-Learning Modules*

Student's Performance	SD	M	Descriptive Equivalent
Mean Score	3.81	7.70	Satisfactory

Pentang (2021) supported this, where students faced difficulties working independently on their modules. Its main challenge in today's educational setting is the limited interaction and communication between the learners and their teachers, which affects the learner's performance. According to Agayon et al. (2022), communication can increase learning and generate a positive environment. Therefore, the results indicate that the student's performance is vital and should not be overlooked; teachers should maintain open lines of communication with students in order to obtain good results.

B. Significant Difference in the Students' Performance in English Selected Topics through Self-Learning Modules when Grouped according to Section

Table 2 shows the mean score (M) and standard deviation (SD) of fourth-grade students' performance in selected topics in English when grouped according to section. The overall mean score of Molave Section is 7.64 and a standard deviation of 4.53 described as satisfactory. Mahogany's overall mean score is 7.76, with a standard deviation of 3.65 described as satisfactory. Narra's overall mean score is 7.69, with a standard deviation of 3.25 described also as satisfactory. The p-value is .991, which means greater than 0.05; hence the null hypothesis is accepted. It expressed that there is no significant difference in the level of student's performance using self-learning modules when grouped according to section. All sections showed a satisfactory level of performance. This illustrates that the student at this level in general show their development in fundamental knowledge, skills, and understandings with the help and guidance from their teachers and parents in terms of learning the selected topics in English through self-learning modules. This further means that the students still need assistance in reaching the very satisfactory or outstanding level of academic performance. The study of Guiamalon (2021) showed parents/guardians can

assist their children in adopting the new learning method; however, some are limited in their capabilities and explain the modules to their children. This was also supported by the study of Dargo & Dimas (2021) revealed that having no interaction between the teacher and the students will lead the students not be able to ask questions about their lesson and lack of explanation from their teacher. This means that not all parents/ guardians can assist their child/children in answering their modules; aside from earning daily, there is content from the modules that are difficult to understand or explain to their child/children.

Table 2. *Significant Difference in the Student's Performance in English Selected Topics through Self-Learning Modules when Grouped according to Section*

Variable	Molave		Mahogany		Narra		F-value	p-value	Decision on Ho
	M	SD	M	SD	M	SD			
Students' Performance	.64	4.53	.76	3.65	.69	3.25	.009	)91	.ccept

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of the study, the researchers concluded the following:

1. The students' performance in English selected topics through self-learning modules is satisfactory. This means that students at this level show their development in fundamental knowledge, skills, and understandings with the help and guidance from their teachers and parents in terms of learning the selected topics in English through self-learning modules.

2. All sections showed satisfactory performance in the selected English topics through self-learning modules. This means there are still topics in English that students need help with as there is no interaction between the teachers and the students, and students cannot ask questions and explanations. Other parents or guardians cannot assist the children as they find the module content challenging to understand. This implies that students may still need assistance from more knowledgeable others to achieve a very satisfactory or outstanding level of performance. However, it was found that there is no significant difference in the student's performance on English-selected topics through self-learning modules when categorized according to their section.

B. Recommendations

The following recommendations were made in light of the findings and the study's conclusion.

1. The researchers would like to recommend that the school may implement face-to-face instruction with the help of the parents to address the needs of the students for their academic performance.

2. Teachers should conduct remedial classes for students with low performance to help them develop their cognitive skills. Furthermore, teachers should also include assessments to assist the student's performance and guide them in understanding the lessons.

3. At home, parents must give time to help their children by answering the modules or any family member that could help their sibling/s when their parents are not around. Parents also practice disciplining their children on how to balance their time between answering modules and other chores.

4. Students should not only rely on the answer keys of the modules instead practice reading the lesson or the content before answering.

5. We would like to recommend those future researchers conduct the same study in various schools, most likely in the Island Garden City of Samal; the future researchers should administer the same research for an extended period in order to find sufficient evidence and to confirm the efficacy of this study and to verify the results.

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