Effectiveness of Self-Learning Modules on Students' Learning in English Amidst Pandemic

By

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Abstract

The study aimed to identify the effectiveness of self-learning modules on the students' learning in English amidst pandemic. This study used the quantitative research which employed a quasi-experimental research design to determine the effectiveness of the self-learning modules on the students learning in English. The study was conducted among 100 Grade 10 secondary students in English. A pre-test and post-test designs were administered by a teacher to identify how effective is the self-learning modules of the Department of Education. One (1) professional public secondary school teacher was approached to request his voluntary participation through convenience sampling. The findings of the study pointed out that the students' performance and achievement have improved with the modular learning approach. The result simply means that the self-learning modules can be effective in teaching English in times of the pandemic. The utilization of modules has significantly improved the test scores of the students in English. Thus, the Department of Education may continue implementing the modular delivery of instruction for the continuity of students' learning in times of the COVID-19 pandemic.

Keywords: Effectiveness, students' learning, English, self-learning modules.

1. Introduction

The spread of the COVID-19 pandemic has brought catastrophe to the society. The field of teaching shifted from the traditional way of teaching to the utilization of modules as part of implementing the Learning Continuity Plan. Teachers, students and parents find it extremely challenging [1]. Research shows that the used of modular approaching in teaching is effective in increasing the test scores of the students [2] and can improve their learning [3].

The quality of learning in Philippine schools in times of pandemic has been affected by the learning delivery [4]. The modular learning approach provides the students with opportunities to learn during the lockdown of educational institutions [5]. Furthermore, the modular learning approach impacted the students learning ability to challenges and discovery of their learning skills [6]. However, some students have difficulty in understanding the lessons in English with the used of modular approach. The comprehension difficulty among students were rooted from being unmotivated with the modular learning delivery and the lack of parental support [7].

This study intended to find out how effectiveness is the use modular teaching approach in English among public secondary students in North Cotabato Division.

2. Review of Related Literature

Self-learning Modules

In the research conducted by Cohen (2013), the modular teaching and learning must be discontinued and it must be replaced by a more effective approach [8]. However, some researchers found out that modular teaching and learning are motivational and useful which made the learners more encouraging on the next lesson [9].

The used of modular teaching had improved the performance of college students in literature. Thus, Ambayon & Millenes (2020) recommended the used of modular in learning mythology and folklore among college students [10].

The modular learning has been found to improve the listening skills of students in English [11].

The modular approach in teaching English as a Second Language will improve the learners' skills in focusing the development of their speech [12].

Students reported the effectiveness of the modular approach. Students were favored with the effectiveness and efficiency since modular learning correct their level of learning [13].

In a study among Iranian English as a Foreign Language students, results indicated that the Iranian students show positive attitudes towards the modular instruction. It was also found out that the effectiveness of modular instruction had positive effect on language teaching and learning [14].

3. Methodology

The study in determining the effectiveness of self-learning modules on students' learning in English amidst pandemic used a quasi-experimental research design. This was conducted among 100 Grade 10 students in English. A pre-test and post-test were administered to the students. The data collected were analyzed with the used of frequency, percentage and t-test.

4. Results and Discussion

Students' Academic Performance in English

The Grade 10 students' academic performance as indicated by the test score has a mean score of 24.82 for the Summative Test 1 and 25.68 for the Summative Test 2. The students' performance for the summative tests has a grand mean of 25.25 which implies a very satisfactory performance. Meanwhile, the achievement of the learners as indicated by their GPA is 86.86 which is a very satisfactory passing grade based on the DepEd grading scale, descriptor, and remark. Moreover, the students gained knowledge and skills from the learning competences set by teachers to be achieved by the students.

As indicated by Nardo (2017), the modular instruction enhances students' learning skills in English. Students became engaged in learning with the modules given to them. Furthermore, students were able to develop the sense of responsibility among them in accomplishing their learning task [15].

Table I. *Students' academic performance in English in terms of test score.*

Examination	Mean Score (30 items)	GPA	Description
Summative Test 1	24.82		Very Satisfactory
Summative Test 2	25.68		Very Satisfactory
Grand Mean	25.25	86.86	Very Satisfactory

Grading Scale

90-100	*Outstanding*	*Passed*
85-89	*Very Satisfactory*	*Passed*
80-84	*Satisfactory*	*Passed*
75-79	*Fairly Satisfactory*	*Passed*
Below 75	*Did Not Meet Expectations*	*Failed*

Significant Difference between Pre-test and Post-test of the Students in the 5 Modules

Table 2 shows the mean difference and t-value with probability =0.000; 0.0001 & 0.0005 indicated that there is a significant difference between pre-test and post-test of the students in the 5 modules by pair comparison t-test. This significant result implies that the modular approach in the delivery of instruction during the COVID-19 pandemic will eventually improve the performance of the students in their test scores in English. The correlation coefficient ranges from 0.57 to 0.83 indicated a moderate to a strong linear relationship which means that the higher is the scores of students in the pre-test will eventually resulted to higher scores in the post test. This also implies that there is improvement on the post-test scores of the learners in comparison to the result on the pre-test scores. In other words, the modular approach in teaching could be of great help in improving the academic success of the students. It is more significantly higher acquisition of learning skills than the traditional method of teaching and learning [16].

Table II. *Significant difference between pre-test and post-test of the students in the 5 modules using pair comparison t-test.*

Modules	Pearson Correlation	T-stat	Prob
1	0.8388	-6.8822	0.0000
2	0.5700	-4.0171	0.0001
3	0.6476	-3.4797	0.0005
4	0.6855	-4.8822	0.0000
5	0.6027	-4.2054	0.0000

- Favors post test

5. Conclusion

The modular approach in teaching and learning can help the students in the new normal education. On the academic success of the students in terms of academic performance is outstanding. Meanwhile, the achievement of the learners as indicated by their GPA is a very satisfactory passing grade based on the DepEd grading scale, descriptor, and remark. In addition, the test scores of the student in English significantly improved in the post test with the used of modular approach in teaching and learning.

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