

**LIT MODULE: A STRATEGIC REMEDIAL TEACHING TOOL IN ADDRESSING
STUDENT'S MOTIVATION AND ACADEMIC PERFORMANCE IN THE
21st CENTURY READING AND LITERATURE**

Paul Ian Louie D. Robles
paulianlouie.robles001@deped.gov.ph
DepEd SDO Rizal/Morong Senior High School

Abstract: The study aimed to develop and validate a module in teaching literature to be used in remedial classes for Senior High School (SHS) which will serve as an effective material in improving their skills and performance in understanding literary pieces concerning different skills in reading such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The researcher utilized the descriptive – evaluative method and the experimental method of research. The respondents were the two sections from Morong National High School enrolled S.Y. 2018-2019. The instruments in the study were the 50-item teacher-made test which focused on the different reading skills.

On the level of performance of the experimental group and control, it was statistically found out that the experimental group performed better than the control group as revealed by the pretest and the posttest. The result showed that the level of performance of the experimental group improved with the aid of the developed and validated module.

On the acceptability of the developed module perceived by the teacher- respondents the objective, content, organization and presentation, usefulness, language, and style are marked strongly accepted.

It was concluded that the level of performance of the experimental and control group signifies a difference in the results of the pretest and posttest. It was then realized that the developed module can further enhance the level of performance of the students. Therefore, the module should be used by English teachers to improve student's performance in comprehending literary pieces in Literature classes.

Keywords: *module, literature, student's motivation, academic performance, senior high school*

Introduction

Literature in its wider meaning is everything that has been expressed through the written or printed page. It can be creative or imaginative that records human experiences and imitates life. It is like a burning flame, which exudes light and renders significance to civilization.

The teaching of literature in school has become a subject of great concern to education in all areas of the world in both developed and developing countries. Effective reading is basic to progress in learning other subjects and in life.

In an interview of Joey Concepcion with Dr. Yolanda Quijano, head of the DepEd's Bureau of Elementary Education, she attributed "reading problems as the main culprit for the poor performance of some students in the National Achievement Test (NAT)." (Philippine Star, 2007)

In present times we cannot deny the fact that students find reading as a boring or a weird thing to

do, especially literature which embedded the novel, short story, poem, etc.

Based on the article of Lumsden (2013), children who read often are exposed to more complex language structures and vocabulary, than they are exposed to in oral situations alone. Strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects.

The article emphasized that children should be encouraged to read and offer them a range of reading which begins with understanding the difficulties. Reading difficulty represents a breakdown somewhere in the process of learning to read.

The study showed that many high school students have difficulty when it comes to reading comprehension. While educators prepare students with reading comprehension lessons in primary

school, it is not always a skill that students learn successfully by the time they reach high school.

Based on the study of Petitjean (2011), the study identifies several shortcomings in terms of promoting reading and providing support for the learning process. It means that the promotion of reading too often addresses general audiences and not necessarily those more likely to experience reading difficulties. It notes that it provides reading specialists at schools to support teachers and pupils. The length of procedures for organizing additional support can also become a barrier, according to the study.

Bustos (2011), in the Theory of Reading, the brain is an absolute miracle of lazy efficiency and opportunism. It does the least work it can do get by, and keep going. In reading, that means the eyes will dip into a word as few or as many times as is required for the brain to be satisfied and that meaning is established.

Nowadays, teachers, as well as the students, are familiar with Bloom's Taxonomy, as well as the application to questioning in the classroom. Right now, all empirical evidence points to a very low level of questioning in the literature classroom.

The two main teaching methods literature teachers use in the classroom: the lecture and the question-and-answer or recitation method--- are the main factors in the decline of literary literacy in the Philippines. Our inflexibility when it comes to teaching strategies, methods and techniques is our greatest weakness.

The teacher must work on this weakness before they can take advantage of a great opportunity for literature in the classroom. The main opportunity that now presents itself to literature teachers is the BEC, where literature has become a major learning area.

It was supported by the Assembly Bill No. 1719, chapter 636, an act to add and repeal Sections 60605.87 and 60605.88 of the Education Code, relating to instructional materials and making an appropriation therefor declared:

“Existing law requires the State Board of Education to adopt basic instructional materials and authorizes the state board to

establish criteria for that purpose. Existing law requires the state board in reviewing and adopting instructional material to use specified criteria and ensure that, in its judgment, the submitted instructional materials meet all of the specified criteria.”

Based on National Achievement Test (NAT) administered to public schools, paint a picture that may threaten that competitiveness. The DepEd reports that among English topics comprehending literature is the hardest wherein the Mean Percentage Scores (MPS) of the skills in reading were very low based on the National Achievement Test (NAT) Result School Year 2013-2014, making inferences 34.24, getting the main idea 44.58, recognizing details 51.44 and identifying facts and opinion 52.76 The percentage gains were in all subject areas and point to a steady improvement in the primary education of the country's public school system.

The same problem was perceived in selected schools in the Division of Rizal, Cluster BCAMT particularly in Morong National High School where the present study was conducted. Based on the results of the SAT administered on the students, it was then realized that the mean percentage of English was very low.

In teaching literature, it is important to realize that the main goal is to teach others to read efficiently. To read efficiently it is necessary to read intelligibly. A balance between maximum effort is key. It can be difficult to teach literature because every student is at a different reading level.

To address this concern at its very core, students must be trained at the earliest age to read well. This means access to a wide variety of quality books at their schools and a program that encourages reading for pleasure – because the surefire way to develop good reading comprehension especially in literature is by making reading a habit. It supports I Sec. 86 of the Service Manual which mandates:

“Modern teaching requires the abundant teaching aids, real objects, modules, pictures, charts and flashcards that are important for clear and vivid presentation of the subject matter.”

The cited mandate only implies that the utilization of instructional materials is very important in the field of teaching. It is for the teacher to choose the most appropriate materials that are suitable to the capability of the learners.

Using effective instructional materials will help the learners develop critical thinking as well as reading efficiency.

The study reveals the importance of reinforcement activities whether this can develop the students' comprehension skills. But the development has only happened if the teacher performed and executes well the lesson.

Nowadays, most students encounter difficulties in literature, specifically incomprehension. This situation was experienced also by the researcher during his teaching process.

Thus, it encouraged him to develop a module that made understanding different literary pieces of the learners an easier one.

The researcher wants to verify that with the utilization of this module, the level of performance of the students in the different skills in reading will improve.

Theoretical Framework

This study was anchored on Goodman's Psycholinguistic Theory.

This caters that efficient reading of literary pieces is possible because the fluent reader does not read word for word but in meaningful units. It implies that a reader can predict the meaning of a large part of the text by looking at a sample based on his or her sampling and prior knowledge of the subject. He or she then looks at another part of the text to confirm his or her prediction. A fluent reader is the one who can give a large meaning with minimal text sampling.

It shows that an emergent reader started from syllable to word phrase and clause reading which eventually, by constant practice, developed into sentence reading. With the eagerness to learn, the child can read the text with comprehension as he predicts the association of the experiences he had, the meaning of the whole text.

This study also made use of Edward Thorndike's Law of Exercise. As given by Sherry

Lee Gonda, this states that repetition of an exercise increases the probability of a correct response, it also describes the condition adage "practice makes perfect".

According to this law, drill or repetition is a great value.

The researcher chose this theory for the elaboration and to have a link from what process he needs to do, since, its aim, is to develop and to validate module in teaching literature.

Methodology

The study developed and validated module in teaching literature which is to be used in remediation. It utilized the reading skills getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The subjects of the study were the Grade 11 students of Morong National High School. The respondents of the study are from two (2) sections which are directly handled by the researcher. From the actual number of students from the two sections, 20 students (control group) and 20 students (experimental group) from different section were chosen using the simple random sampling technique. They were classified based on their academic performance during the second quarter. Based on the grade during the second quarter, the researcher categorized them as to low (75-79), average (80-85) or high (86-90) in academic performance. Most of the students were under the average range so it is the pool where the students' respondents were selected. In case that the number of students in the average pool is less than twenty (20), that was the time that some respondents were taken from high range. Some modifications and adjustments were made in choosing the students respondents from the class with a high academic performance and with the class with low academic performance.

The experiment lasted for a grading period from November 2018 to January 2019. The purpose of conducting the study was discussed to the respondents during orientation and was agreed by parents, teachers and students.

The study is on the development and validation of module in teaching Literature for remedial instruction and it is based on the Lists of Learning Competencies given by the Department of Education in the Division of Rizal. The researcher determined the level of

performance of the control and experimental group using the teacher – made test as the first instrument used in this study.

To gather reliable data needed in the conduct of the experiment, the teacher prepared a test based on Table of Specification consisting of eighty (80) items of an objective type of test covering the third grading lessons in English. The test was contents -validated by experts in test preparation for the administration of the test. The suggestions provided by the experts were considered.

In connection to this, tryouts were given to twenty (20) former Senior High School students in Morong National High School to determine the test validity. The test results were item analyzed to identify which items are to be rejected, needed revision, or retained. After the item analysis was done, some items were deleted and revised and came up with fifty (50) item test from the different lessons in third grading period developed by the researcher in the purpose of determining the level of performance of the respondents.

The items were based on the results of item analysis conducted by the researcher. This activity brought the finalization of the exact number of items included in the conduct of pretest and posttest.

In the same vein, mean scores of the respondents on the pretests and posttests were interpreted verbally using the scale below. The verbal interpretations were based on the grading system of K + 12 curriculum.

Additionally, another was used by the researcher in validating the module; the questionnaire – checklist consists of five variables such as objectives, content, organization and presentation, language and styles and usefulness. The content was validated by the ten experts knowledgeable in the field of research and English. Each variable was described using the verbal interpretation with specific range and points.

Through different reference materials such as literature books, English books, teaching guide for SHS Literature, learning competencies in Senior High School and using computer – aided instruction considering the objectives of the selected topics in reading skills in literature, each topic has 12-14 items; hence the pretest and posttest contained a total of 50 items.

12 pts	14 pts	
9.61 - 12.00	11.21 - 14.00	Advanced (A)
7.21 - 9.60	8.41 - 11.20	Proficient (P)
4.81 - 7.20	5.61 - 8.40	Approaching Proficiency (AP)
2.41 - 4.80	2.81 - 5.60	Developing (D)
0 - 2.40	0 - 2.80	Beginning (B)

The items were based on the results of item analysis conducted by the researcher. This activity brought the finalization of the exact number of items included in the conduct of pretest and posttest.

Moreover, module for remediation in understanding literary pieces like riddles, worksheets, games, puzzles, graphic organizers were developed and used in experimental group after the teaching process. It was validated by ten teachers of English and experts from different secondary public schools within Morong and Tanay. They served as the evaluators of the module because they are experts in the field of the study.

With the use of Likert scale shown below, interpretation and testing acceptability of the developed module in teaching literature in different for Senior High School was done.

SCALE	RANGE	VERBAL INTERPRETATION
5	4.20 – 5.00	Very Much Accepted (VMA)
4	3.40 – 4.19	Much Accepted (MA)
3	2.60 – 3.29	Accepted (A)
2	1.80 – 2.59	Slightly Accepted (SA)
1	1.00 – 1.79	Not Accepted (NA)

Findings

This presents the statistical treatment of the data gathered, the analysis and interpretation of results on the development and validation of module in teaching literature with regards to the different reading skills: getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

Level of Performance of the Students Before and After Exposure to the Developed Module in Teaching Literature.

Table 1 presents the mean and standard deviation on the performance of the control group and experimental group before and after exposure to the developed module in teaching literature as revealed by

the pretest and post test results with respect to the different skills in reading.

Table 1

Mean and standard deviation on the level of performance of the students before and after exposure to the developed module in teaching literature

Module	Experimental						Control					
	Pretest			Posttest			Pretest			Posttest		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
Lesson 1	4.80	0.89	D	10.65	1.18	A	5.40	0.94	A P	7.00	0.79	A P
Lesson 2	5.50	1.05	D	11.75	1.74	A	5.75	0.85	A P	7.00	0.73	A P
Lesson 3	5.00	1.12	AP	10.40	0.99	A	5.30	1.34	A P	6.85	0.93	A P
Lesson 4	5.85	0.99	AP	10.95	1.15	A	5.80	1.77	A P	6.80	1.40	A P

Legend: (AP)- Approaching Proficient

It can be seen on the table that on the pretest, the experimental group obtained D or Developing on the following lessons: lesson 1- getting the main idea and lesson 2- recognizing details with the mean scores of 4.80 and 5.50 respectively while lesson 3- making inferences and lesson 4 obtained AP or Approaching Proficiency with the mean scores of 5.00 and 5.85, respectively. On the other hand, control group obtained AP or Approaching Proficiency on the different lessons- getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion with the mean scores of 5.40, 5.75, 5.30 and 5.80, respectively.

It can be gleaned from the table that the pretest mean scores of the experimental and control group in all lessons are lower compared to the posttest mean scores. In the same vein, it was reflected that both groups do not have necessary knowledge and skills in understanding literary pieces and they are in the same level of mastery with regards on understanding literature.

It also shows the level of performance of the experimental and control in literature as revealed by the pretest and posttest results with respect to the different reading skills such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The table also shows that with the posttest administered, the experimental group obtained a mean score of 10.65, 11.75, 10.40 and 10.95 respectively on the different skills in reading such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion and were verbally interpreted as A or Advanced.

On the other hand, the control group obtained a verbal interpretation of AP or Approaching Proficiency was revealed on the different reading skills: getting the main idea, recognizing details, making inferences, and

distinguishing fact and opinion with the mean scores of 7.00, 7.00, 6.85 and 6.80 respectively.

It appears that the experimental group performed better than the control group. The findings proved that the developed module is helpful and effective in uplifting the level of performance of the students.

This supports the study of Agabin (2014) that students when exposed to developed instructional materials which include aid to progress the level of academic performance evident in the increase in posttest results.

Significant Difference on the Level of Performance of the Experimental Group Before and After Exposure to the Module.

Table 2 shows the result of the pretest and the posttest of the experimental group before and after exposure to the module in teaching literature with respect to the different skills in reading.

Table 2

Significant Difference on the Level of Performance of the Experimental Group Before and After Exposure to the Module.

		Mean	Sd	t	df	Sig	H ₀	VI
Lesson 1	Pretest	4.80	0.89	19.401	19	.000	R	S
	Posttest	10.65	1.18					
Lesson 2	Pretest	5.50	1.05	13.313	19	.000	R	S
	Posttest	11.75	1.74					
Lesson 3	Pretest	5.00	1.12	23.081	19	.000	R	S
	Posttest	10.40	0.99					
Lesson 4	Pretest	5.85	0.99	16.170	19	.000	R	S
	Posttest	10.95	1.15					

The table shows the result of the pretest and posttest of the controlled group before and after the exposure to the different lesson in literature with respect to the different reading skills.

As gleaned from the table, it was statistically found out that there is a significant difference on the result of the experimental group on their pretest and posttest results in the different skills in reading, Lesson 1- getting the main idea, Lesson 2- recognizing details, Lesson 3- making inferences and Lesson 4- distinguishing fact and opinion since the probability values of .000 in all lessons do not exceed the 0.05 alpha level of significance, therefore the null hypothesis which states that there is no significant difference level of performance of the experimental group before and after exposure to the module is rejected and found to be significant.

This implies that the level of performance of the experimental group before and after the exposure to the developed reinforcement materials improved.

The comparison between the pretest and the posttest confirms a significant difference. More likely, after the exposure of the students to the developed and validated module in teaching literature, a remarkable increase in their academic is noted as seen in the posttest by proving that indeed using the developed and validated module in teaching is an effective means of enhancing the academic performance of the students.

It conforms in the study of Fulgado (2020), The strength of character of teachers is the backbone of the educational system. It is the teacher who influences the students. With their role, any effort aimed at maintaining and raising the standards and quality of education must start with the advancement of the quality of the teacher to ensure successful teaching and right learning.

Significant Difference on the Level of Performance of the Control Group Before and After Exposure to the Different Lessons in Literature with respect to the different Reading Skills.

Table 3 shows the result of the pretest and the posttest of the control group before and after exposure to the different lessons in literature with respect to the different skills in reading.

Table 4
Significant Difference on the Level of Performance of the Experimental Group as Revealed by the Posttest Result

		Mean	Sd	T	Df	Sig	H ₀	VI
Lesson 1	Experimental	10.65	1.18	11.460	33.262	.000	R	S
	Control	7.00	0.79					
Lesson 2	Experimental	11.75	1.74	11.249	25.389	.000	R	S
	Control	7.00	0.73					
Lesson 3	Experimental	10.40	0.99	11.639	38	.000	R	S
	Control	6.85	0.93					
Lesson 4	Experimental	10.95	1.15	10.262	38	.000	R	S
	Control	6.80	1.40					

The table shows the result of the pretest and posttest of the controlled group before and after the exposure to the different lesson in literature with respect to the different reading skills.

As depicted from the table, it is statistically found out that there is a significant difference on the pretest and posttest scores in the different skills in reading, Lesson 1- getting the main idea, Lesson 2- recognizing details, Lesson 3- making inferences and Lesson 4- distinguishing fact and opinion since the obtained probability values of .000 in all lessons do not exceed at 0.05 alpha level of significance. The performance of the control group increased as revealed by their posttest results.

This implies that the level of performance of the controlled group before and after the exposure to the developed reinforcement materials also improved. The

results refuted that Socratic method of teaching is also effective in improving the level of performance of the students in understanding different lessons in literature.

As stated in the study of Gonzales, et al (2012), modern instructional device will serve as a medium in the learning and teaching style of the students and instructors, respectively. This is based on the research findings of the group that, applicability, and workability of the device that the researcher developed was accepted and evaluated as revealed by the computed mean of an average of 4. 78.

Significant Difference on the Level of Performance of the Experimental Group and Experimental Group as Revealed by the Posttest Result.

Table 4 shows the significant difference on the performance of the students in the posttest and after the exposure to the developed and validated module in teaching literature.

Table 3
Significant Difference on the Level of Performance of the Control Group Before and After Exposure to the Different Lessons in Literature

		Mean	Sd	T	Df	Sig	H ₀	VI
Lesson 1	Pretest	5.40	0.94	8.718	19	.000	R	S
	Posttest	7.00	0.79					
Lesson 2	Pretest	5.75	0.85	5.784	19	.000	R	S
	Posttest	7.00	0.73					
Lesson3	Pretest	5.30	1.34	7.815	19	.000	R	S
	Posttest	6.85	0.93					
Lesson4	Pretest	5.80	1.77	4.595	19	.000	R	S
	Posttest	6.80	1.40					

The table shows the significant difference on the performance of the students in the posttest before and after the exposure to the developed and validated module.

It can be gleaned from the table that the performance of the control and experimental improved. The performance of the experimental group in all lessons is better than the level of performance of the control group as revealed by the posttest results.

The finding refutes that there is a significant difference on the performance of the experimental group as revealed by the pretest and posttest results in terms of the different skills in reading since the obtained probability values of 0.000 in all skills do not exceed at 0.05 level of significance which resulted to the rejection of the null hypothesis.

In lesson 1, the experimental group got a mean of 10.65 and standard deviation of 1.18 while the controlled group got a mean of 7.00 and standard deviation of 0.79. It reveals on the null hypothesis that there is no significant difference on the level of

performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 2, the experimental group got a mean of 11.75 and standard deviation of 1.74 while the controlled group got a mean of 7.00 and standard deviation of 0.73. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 3, the experimental group got a mean of 10.40 and standard deviation of 0.99 while the controlled group got a mean of 6.85 and standard deviation of 0.93. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 4, the experimental group got a mean of 10.95 and standard deviation of 1.15 while the controlled group got a mean of 6.80 and standard deviation of 1.40. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

Thus, the result shows that using the developed and validated module in teaching literature really helps the students to learn more than only listening to the traditional lecture discussion method. It means that the module significantly improved the performance of the students.

The results also affirm the suggestion of Bautista (2014) that supplementary materials and activities in teaching the subject ensured mastery on the part of the students.

This is supported by the study of Magnayon (2015) which revealed that the students who were exposed to enhancement activities in Optics performed better than the students did not utilize the material.

Mean and Standard Deviation on the Level of Acceptability of the Developed Module as Perceived by the Teachers with respect to Objectives, Content, Organization and Presentation, Usefulness and Language and Style

Table 5 shows the level of acceptability of the developed and validated module in teaching literature with respect to objectives.

Table 5

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Objective

Objectives	Mean	Sd	VI
• The objectives of the module in teaching literature aimed to address the needs of the students to new instructional materials.	5.00	-	SA
• The objectives were specifically and chronologically arranged according to student's capabilities.	5.00	-	SA
• Develop and engage the students to learn through the theory and self-activity.	4.50	0.53	SA
• Provides varies learning activity to develop the knowledge, skills and activities essential for student's development.	4.70	0.48	SA
• Help students apply knowledge, skills and activities in real life situation.	4.60	0.52	SA
Average	4.76	0.28	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of objective the average mean of the teacher respondents is 4.76 and standard deviation of 0.28 and interpreted as SA or Strongly Accepted.

It implies that the developed module in teaching literature has presented objectives specifically with the learning activities suited to the students.

The findings are in line with the stuffy of Sanidad (2014), that the teachers' main thrusts are to aid in formulating objectives that is expected to change overtime. Education aids to meet new people objectives so that the students will learn the most recent knowledge in the class.

Table 6 shows the level of acceptability of the developed and validated module in teaching literature with respect to objectives.

Table 6

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Content

Content	Mean	Sd	VI
• The content is simple and comprehensive.	5.00	-	SA
• The content aims to develop desired skills, highly substantive.	4.90	0.32	SA
• The questions are arranged from easy to difficult.	5.00	-	SA
• The content is clear and easy to understand.	4.80	0.42	SA
• The technical terminologies are adapted to the level of students' comprehension.	4.70	0.48	SA
Average	4.88	0.21	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of content the average mean of the teacher respondents is 4.88 and standard deviation of 0.21 and interpreted as SA or Strongly Accepted.

The result shows that contents of the module in teaching literature are relevant to the needs of the teachers and students who are focused to the enhancement of learning. The content provides actual experience to develop the desired skill and abilities of the students.

This implies that the module is well-organized and facilitates understanding to literary pieces.

The finding is supported by Padsayan (2011) that it is very important for the students to use the modules aligned with the evaluation of the teacher and school administrators both rendering their approval on the statement about the material.

Table 7 shows the level of acceptability of the developed and validated module in teaching literature with respect to organization and presentation.

Table 7

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Organization and Presentation

Organization and presentation	Mean	Sd	VI
• The topic headings are clear and well presented	4.90	0.32	SA
• Directions are clearly stated that encourage the student to solve	4.70	0.48	SA
• The sequence of the topics is properly arranged.	4.70	0.48	SA
• The varied exercises are sufficient enough into realize the objectives.	4.90	0.32	SA
• The varied presentation of exercises effectively reinforce the student's to solve problems	4.80	0.42	SA
• Illustrations and figures are well-presented	4.80	0.42	SA
Average	4.80	0.15	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of organization and presentation the average mean of the teacher respondents is 5.00 and standard deviation of 0.21 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents approved the organization of lesson presented in the module.

This is supported by the conclusion of Mangubat (2011) that modules are effective enough to motivate students to learn through proper organization and well-presented topics and were considered more accessible.

Table 8 shows the level of acceptability of the developed and validated module in teaching literature with respect to usefulness.

Table 8

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Usefulness

Usefulness	Mean	Sd	VI
• The module is useful in understanding the different literary pieces with respect to different reading skills.	4.90	0.32	SA
• The module magnifies learning interest of the students.	5.00	-	SA
• The module provides competitive learning task and prepares the students in actual application.	4.90	0.32	SA
• The module is useful supplement to reinforce the transfer of learning	4.70	0.48	SA
• Reinforcement material encourages one to work efficiently at his pace.	4.60	0.52	SA
• The module answers the students' need to comprehend literary pieces.	4.80	0.42	SA
Average	4.82	0.09	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of usefulness the average mean of the teacher respondents is 4.82 and standard

deviation of 0.09 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents found the developed module as useful in developing the skills of the students in understanding different literary pieces.

Thus, the study of Abarro (2014) connects with the recent study in sense of usefulness as evaluated the respondents which connotes that lessons and activities are highly contributory to the growth and development of teacher and students.

Table 9 shows the level of acceptability of the developed and validated module in teaching literature with respect to language and style.

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Language and Style

Language and Style	Mean	Sd	VI
• The directions give clear information about the topic.	4.90	0.32	SA
• Language used is basic and simple and easy to comprehend.	4.90	0.32	SA
• Language structure used void misinterpretations.	5.00	-	SA
• Third person used gives emphasis on the command of directions.	4.70	0.48	SA
• There are provisions for learning new meanings.	4.60	0.52	SA
• Language used is suitable to the ability of the students.	4.90	0.32	SA
Average	4.83	0.19	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of language and style the average mean of the teacher respondents is 4.83 and standard deviation of 0.19 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents agree the that the language used in the module is suited to the needs and level of the students in the secondary level.

These findings support the statement of Tonido (2011), that in his developed training package that learners can easily follow the system of instruction because the language and style are effective, thus increased the performance of the students.

Composite Table on the Level of Acceptability of the Developed Module as perceived by the Teachers.

Table 10

Composite table on the level of acceptability of the developed module as perceived by the teachers

Criteria	Mean	Sd	VI
Objectives	4.76	0.28	SA
Content	4.88	0.21	SA
Organization and presentation	4.80	0.15	SA
Usefulness	4.82	0.09	SA
Language and Style	4.83	0.19	SA
Overall	4.82	0.12	SA

Legend: (SA)- Strongly Accepted

Table 10 shows the level of acceptability of the developed and validated module in teaching literature.

The table shows the composite table on the level of acceptability of the developed module in teaching literature with respect to the different skills in reading as perceived by the teachers.

Level of Effectiveness/ Percentage Increase on the Developed Module in Teaching Literature as revealed by the Post Test Results

Table 11 shows the level of effectiveness of the developed and validated module in teaching literature.

Table 11

Level of effectiveness/ percentage increase on the developed module in teaching literature as revealed by posttest results

Lessons	Experimental	Control	% Increase	VI
Getting the main idea	10.65	7.00	52.14	Effective
Recognizing details	11.75	7.00	67.86	Effective
Making inferences	10.40	6.85	51.82	Effective
Distinguishing fact and opinion	10.95	6.80	61.03	Effective

As can be gleaned from the table, Lesson 1 got 52.14% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lesson 2 got 67.86% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lesson 3 got 51.82% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lastly, Lesson 4 got 61.03% increase as revealed from results of the pretest to posttest and verbally interpreted as effective.

It depicts the developed module increase the level of performance of the students as revealed by their pretest and posttest results.

It affirms that the developed module could be used as supplementary material for learning.

These findings are supported by Marino (2010) that the enhancement activities can magnify or support the teacher's instruction that can help the students have better understanding of the lesson. Moreover, this also supports the concepts of Estrella (2020), that instructional leaders and supervisors may continuously encourage teachers to apply computer aided instruction in their daily teaching and learning episodes.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The module is an effective tool that could enhance the level of performance of the students in literature.
2. The module allows self-learning.
3. Performance of the experimental group after exposure to the developed and validated module in teaching literature is improved.
4. The developed and validated module in teaching literature is contributory to the academic performance of the students.
5. As perceived by the teachers, in terms of objective, content, organization and presentation, language and style, and usefulness with respect to the developed and validated module in teaching literature is very highly strongly accepted.

Recommendations

Based on the results of the study, the following recommendations were hereby proposed:

1. The developed and validated module in teaching literature should be used by English teachers to improve student's performance in comprehending literary pieces in Literature classes.
2. Revised the developed module in the future to suit the skills and needs of the students.
3. Various strategies to enrich student's interest must be employed.
4. A parallel study on the effectiveness of the developed module may be conducted for the improvement of the module.

References

- Abarro, Juan O., "Development (2014), Validation and Effectiveness of Worktext in Principles and Methods of Teaching.
- Agabin, Adoracion C (2014). Effectiveness of Videotape Instruction in the Academic Performance of Science and Technology I at San Mateo National High School.
- Calmorin, Laurentino P. (1994). Educational Research Measurement and Education. 2nd Ed
- Concepcion, Joey (2002). Retrieve from Low Proficiency in Reading Comprehension may Threaten Global Competitiveness.

- Estrella, Marlex M. (2020). Impact of Using Computer-aided Instruction (CAI) in the Performance of Grade 8 Students in Araling Panlipunan. URSP Research Journal
- Fulgado, Julieta Sto. Tomas (2020). Instructional Flexibility in Out of Field Teaching. URSP Research Journal
- George I. Sackheim?jensen/ Dennis D. Lehman (2005) Retrieved from "Questionnaire_ Validation" <http://www.abebooks.com/book-search/author/GEORGE-I-SCAKHEI-DENNIS-D-LEHMAN>,
- Gonzales, et al (2012). Development of Modern Instructional Device in the Learning and Teaching Style.
- Goodman, Kenneth S. Psycholinguistic Theory (2012). Retrieved from http://www.academia.edu/1285627/Kenneth_S._Goodmans_theory_of_reading_a_psycholinguistic_and_epistemological_analysis
- Legal Basis for Instructional Materials (2012). Retrieved from www.LegalBasis.com.ph/2012
- Lewis, Catherine (2009). What is the nature of Knowledge Development in Lesson Study Available form: taylor and Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia:PA 19106.
- Lumsden, Brooke, Reading Gives Kids an Edge (2010). Retrieved from <http://planetphilippines.com/current-affairs/english-proficiency-is-key-to-landing-a-job/>.
- Magnayon, Maria Alma (2015). Secondary Science Teachers Investigative Skills, Teacher Training and Curriculum Development.
- Mangubat, Alreen C (2011). Development and Validation of Computer-Aided Supplementary Materials.
- Marino, Lucille T (2010)). "Development and Acceptability of Laboratory Manual in Chemistry.
- Mottola,R.M (2009). The Basics of Experimental Design. Retrieved from <http://liutaiomottola.com/myth/expdesig.html>. 2009
- Padsoyan, Tacla, (2011). Modular Approach in Teaching Social Studies.
- Paris, Scott G., Reinterpreting the Development of Reading Skills (2011). Retrieved from <http://www.researchconnections.org/childcare/resources?author=Paris%2C+Scott+G>. November 9, 2011.
- Petitjean Sophie, Reading Skills Need Improving, Study Finds (2011). Retrieved from <http://www.europolitics.info/reading-skills-need-improving-study-finds-art309653-23.html>.
- ReadingAssessment.Retrieved from http://en.wikipedia.org/wiki/National_Assessment_of_Educational_Progress
- Sanidad Avelina, (2014). Development and Validation of Module in Reading Proficiency.
- "Style" (2008). Webster English Dictionary .
- The Alliance, The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools (2011). Retrieved from <http://all4ed.org/wp-content/uploads/2013/06/HighCost.pdf>. December 2011
- The Department of Education Service manual (2002)
- Tonido, Angel R, (2011). Acceptability and Effectiveness of the Developed Training Package in AC Industrial Control.
- Tytler, Carolyn, Factors that affect Reading Comprehension (2012). Retrieved from <http://voices.yahoo.com/factors-affect-reading-comprehension-7178558.html>. November 10, 2012.