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## EFFECTIVENESS OF COMPETENCY-BASED STRATEGIC INTERVENTION MATERIALS IN ENGLISH 5

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### ABSTRACT

The researcher-writer discussed the effectiveness of competency-based strategic intervention materials in English 5 which were given to learners to help develop their least mastered skills. The pretest mean scores are very low prompting the explanation behind the researcher to build up the Strategic Intervention Materials. This study focused on the competency-based strategic intervention materials covering only the first quarter topics in English 5. Nineteen (19) Grade 5 learners of Locloc Elementary School used as the respondents of this study. This topic centered in composing clear and coherent sentences using appropriate grammatical structures (Subordinating and Coordinating conjunctions). Developed Strategic Intervention Materials were 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 19 learners took the pretest and post-test.

Consequently, purposive sampling and z-test were used by the researcher-writer in utilizing the study. After utilizing the strategic intervention materials, the F-computed value 0.785 is less than F-tabular value 4.41 at 17.7% level of significance with 18 degrees of freedom, therefore the null hypothesis is accepted. There is a significant difference in the

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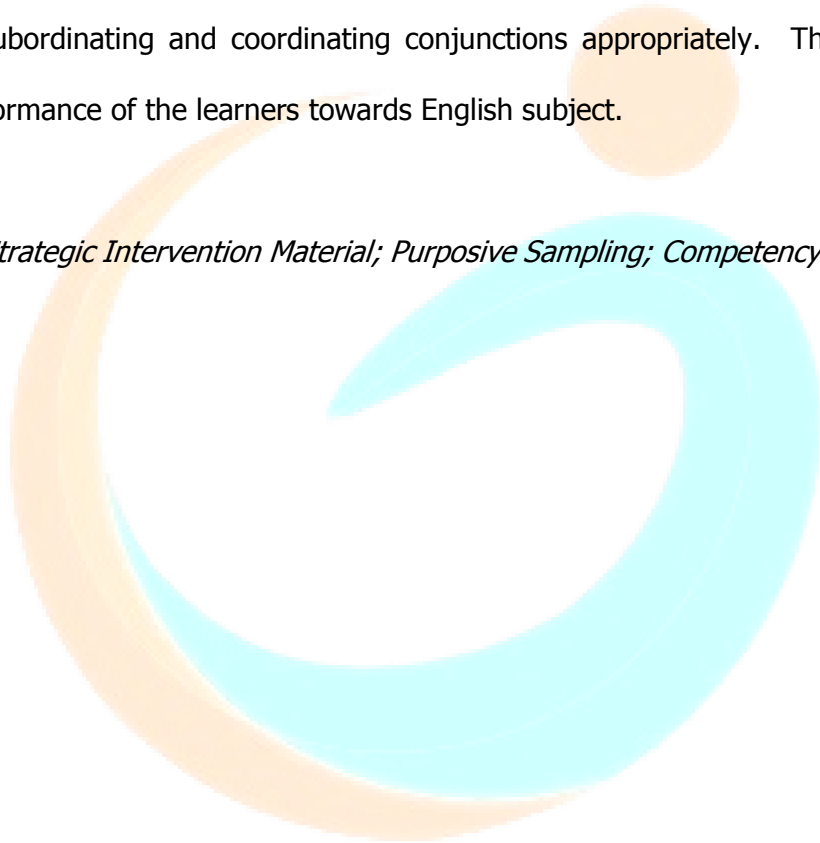


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assessment of the two groups of respondents on the effectiveness of the competency-based SIM in terms of quality.

The researcher writer of the SIM 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 compose clear and coherent sentences using appropriate subordinating and coordinating conjunctions appropriately. These led to the excellent performance of the learners towards English subject.

**Keywords:** *Strategic Intervention Material; Purposive Sampling; Competency-based learning*



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## INTRODUCTION

The Department of Education (DepEd) introduced the use of Strategic Intervention Materials (SIM) as a form of remediation to increase the academic achievement of low-performing learners in addressing this problem in schools. DepEd Memorandum No. 117 s. 2005, "Strategic Intervention Materials (SIM) Training Workshop for Successful Learning," paved the way for teachers to develop and use SIM in classrooms. Individual needs are addressed by instructions and interventions. DepEd also issued Department Order 08 s. 2015 or the Classroom Assessment Policy Guidelines. It states, "There must be sufficient and appropriate instructional interventions to ensure that learners are ready before summative tests," and "There must be intervention by remediation and extra lessons from that student's subject teacher to a student who receives a grade below 75 in any subject in any quarter." This policy guideline outlines the need to arrest academic underachievement by giving the learners adequate intervention. It also emphasizes inclusive learning. As such, there will be no learners left behind as appropriate instructions and interventions are given to meet individual needs.

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

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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 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 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.

In summary, the effectiveness of Strategic Intervention Materials, as outlined by DepEd orders, lies in their ability to provide targeted, engaging, and flexible support for students. By addressing specific learning needs and aligning with national educational standards, SIMs can significantly enhance the learning experience and outcomes for students across the Philippines.

In line with this, the researcher-writer felt the need to test the effectiveness of the said Strategic Intervention Material for English 5

## MATERIALS AND METHODS

The respondents of this study consisted of 19 grade 5 learners from Locloc Elementary School, Bauan West District Sub-Office who got the lower scores in the pretest. The sources of data and information are their pretest and post-test results.

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The writer choose the least mastered skills among the competencies in the Grade 5 K-12 Curriculum to anchor the content of the strategic intervention material. The pretest was given to the student respondents before the conduct of the study. The Strategic Intervention Material and a post-test was given after the end of the lesson. Upon gathering the pretest and post-test mean scores, the writer researcher determined the significant difference in the performance of the learners with the utilization of Competency-Based Strategic Intervention Materials.

Formula was used to calculate values related to statistical concepts of analysis. Percentage distribution was used in describing the student-respondents' performance in English based on the result of the pretest 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 pretest and post-test in the English examination. Upon gathering the pretest and post-test mean scores, the authors determined the significant difference in teaching with or without the utilization of Strategic Intervention Materials.

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## RESULTS AND DISCUSSIONS

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

**Table 1. Least Mastered Skills in English and Level of Performance of the Learners**

Least Mastered Skills	Rank	Item Numbers	MPS	Level of Proficiency
1. Compose clear and coherent sentences using appropriate grammatical structure (subordinating and Coordinating Conjunctions)	1	46-50	43.86	Least Mastered
2. Use compound and complex sentences to show problem solution relationship of ideas	2	26,29,30,35,37	45.61	Least Mastered
3. Infer the meaning of unfamiliar words using text clues	3	15,17,21,22,23	51.93	Least Mastered

As shown in the table above, the least mastered skills are identified based on the results of the pretest in English 5. Rank 1 or 43.86 composite mean index was gained by the topic "conjunctions".

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The outcome of the table presents the use of the learning competency of the topic subordinating and coordinating conjunctions and has changed the substance of preparing the strategic intervention materials.

**Table 2. Performance of the learners in the post-test after utilizing the competency-based strategic intervention materials**

Assessment	Mean	SD	Z-Computed	Z-critical	P value	F-Computed	F-Tabular	Decision	Interpretation
Pretest	7.07	2.66				0.785	4.41	Reject	Significant
Post-test	9.04	3.00	-1.90	+1.96	0.0574			Ho	Difference

N=15, df=18,  $\alpha = 0.05$  mean difference= 1.97

As seen on table 2, the z-computed value of -1.90 is lower than the z-tabular value 1.96 at 0.05 level of significance with 18 degrees of freedom and F- computed is 0.785 is less than F-tabular value of 4.41 at 17.7% level of significance. Null Hypothesis is rejected. Therefore, there is a significant difference between the pretest and post test mean scores of the student-respondents with the utilization of the competency-based strategic intervention materials.

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

Content	Mean	Verbal Interpretation	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
<b>Total Weighted Mean</b>	<b>3.78</b>	<b>VS</b>	

Table 3 shows the Competency-Based Strategic Intervention Materials in terms of content. The results of the competency-based strategic intervention materials demonstrate

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that content advancement has helped in the improvement of convenient learning and long partition learning.

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

Factor 2:	Mean	Verbal Interpretation	Rank
Print	5.00	VS	1.5
Illustrations	4.00	VS	3
Design and Layout	5.00	VS	1.5
Paper & Binding	4.00	VS	3
Size and Weight of Resource	4.00	VS	3
<b>Total Weighted Mean</b>	<b>4.40</b>	<b>VS</b>	

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

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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.

Based on the facts of data analysis and summary made by the researcher the following conclusions were drawn.

1. SIMs have been shown to improve student engagement and understanding of complex concepts. When designed effectively, they cater to diverse learning styles, facilitating better retention and application of knowledge.
2. These materials often provide resources that are more accessible to various learners, including those with different educational backgrounds or learning disabilities.
3. SIMs serve as valuable tools for teachers, offering structured guidance and resources that can enhance lesson planning and delivery.
4. Evidence from various studies indicates that the use of SIMs correlates with higher test scores and overall academic performance in targeted subjects.
5. The interactive and varied nature of SIMs tends to increase student motivation, leading to a more active learning environment.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



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Gillies, R., Ashman, A. & Terwel, J. (Eds.) (2008). The Teacher's Role in Implementing Cooperative Learning in the Classroom. Computer Supported Collaborative Learning Series. Vol. 8, 2008, New York: Springer. Hardcover ISBN: 978-0-387-70891-1 2007.



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