



Effectiveness Of “Matatag Na Filipino” On Grade 9 Filipino Proficiency: A Matched-Pair Quasi-Experimental Study

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Abstract

This study investigated the effectiveness of the “Matatag na Filipino” supplementary material in enhancing the Filipino language proficiency of Grade 9 students at Biñan Integrated National High School. Using a matched-pair quasi-experimental design, thirty-two participants were grouped into sixteen pairs based on identical or nearly similar pre-test scores. One student from each pair was assigned to the experimental group, which utilized the supplementary material, while the other belonged to the control group, which used the standard Filipino Grade 9 module. To assess proficiency gains, participants completed pre-tests, formative tests, and post-tests. Statistical tools such as weighted mean, standard deviation, paired samples t-test, independent samples t-test, and Cohen’s d were used for analysis. Results showed that the experimental group had a pre-test mean of 15.06 and a post-test mean of 35.81, while the control group also had a pre-test mean of 15.06 but a lower post-test mean of 27.25. The paired samples t-test revealed a statistically significant improvement in both groups, with the experimental group yielding a t-value of 13.015 and the control group a t-value of 4.298. Cohen’s d indicated a very large effect size (3.36) for the experimental group and a large effect size (1.11) for the control group. The supplementary material also received a high overall acceptability rating with a mean score of 3.76, indicating strong relevance, usability, and appropriateness. These findings demonstrate that “Matatag na Filipino” is an effective tool for improving Filipino language proficiency and is recommended for broader use in secondary education.

Keywords: *Effectiveness, Proficiency, Supplementary Material*

INTRODUCTION

The quality of teachers is crucial in education, significantly impacting student learning. The success of school goals depends on teachers' continuous learning and training, often through higher education, workshops, research, and other methods to enhance their expertise. Effective teaching materials are also essential to meet the challenges of changing times. As a public school teacher, the researcher noted a lack of modules that help students develop skills according to the Department of Education's (DepEd) standards.

DepEd Order No. 32, s. 2020 provides guidelines to continue education amid challenges like the pandemic, ensuring continuous learning and support for students in line with the Constitutional mandate for a comprehensive and integrated education system (Department of Education, 2020). These guidelines align with educational theories by Jerome Bruner (McLeod, 2024), Lev Vygotsky (Hargraves, 2021), Howard Gardner (Northern Illinois University, 2020), John Dewey (Hargraves, 2021), and David Kolb (University of Florida, 2022), which advocate for effective, engaging, and culturally relevant teaching materials. By following these principles and DepEd guidelines, supplementary materials can effectively develop students' 21st-century skills.

Republic Act No. 10533, the "Enhanced Basic Education Act of 2013," mandates that all teachers receive necessary training to ensure their teaching is relevant, responsive, learner-

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centered, inclusive, and appropriate for each student's development. This law outlines steps to ensure quality education.

According to Republic Act No. 10533, all teachers must undergo training to ensure that their teaching is relevant, responsive, and aligned with the development of students.

The quality of teachers in education was extremely important because it significantly impacted students' learning. The success of school objectives relies on the continuous learning and training of teachers. Many of them pursued higher education, attended workshops, conducted research, and used other methods to enhance their expertise. Effective teaching materials were also essential in addressing the challenges of changing times. As a public school teacher, the researcher observed the lack of modules that could help students develop their skills according to the Department of Education's standards.

DepEd Order No. 32, s. 2020 provided guidelines and standards to continue education and address challenges such as the pandemic. This directive aimed to ensure continuous learning and support for students, reflecting the constitutional mandate to establish and maintain a comprehensive and integrated education system (Department of Education, 2020). The principles of these theories aligned with the ideas of Jerome Bruner (McLeod, 2024), Lev Vygotsky (Hargraves, 2021), Howard Gardner (Northern Illinois University, 2020), John Dewey (Hargraves, 2021), and David Kolb (University of Florida, 2022), who aimed to create effective, engaging, and culturally relevant teaching materials. By adhering to these principles and the DepEd guidelines, the supplementary materials became meaningful and beneficial in developing students' skills for the 21st century.

Using additional materials in teaching Filipino 9 offers a valuable opportunity to improve students' skills in rhetoric, grammar, literary appreciation, and cultural understanding in secondary schools in the Philippines. This research aims to identify the types, sources, and effectiveness of additional materials commonly used in Filipino 9. A mixed-methods approach, including surveys, interviews, and classroom observations, was employed to understand Filipino 9 teachers' practices and views on integrating additional materials into their teaching.

Modifying learning materials is essential to maintain the teacher-student relationship, ensure the appropriateness of the structure, and encourage students to develop their abilities. These principles are vital for effective teaching and learning, especially in the context of distance learning. Proper communication through any media can strengthen the teacher-student relationship, reducing transactional distance.

According to Moore, the lack of interaction between teachers and students necessitates strengthening student autonomy and their ability to lead their learning. This autonomy can motivate students to make their own decisions, expanding their knowledge and skills. By highlighting best practices and areas for improvement, this research promotes a more engaging, inclusive, and effective learning environment.

In preparing and developing supplementary materials, theories and research are crucial for effective design. The impact of teaching materials is evident through elements such as novelty, variety, and engaging presentation, which capture students' interest and curiosity. Relating texts and illustrations to students' culture is also important for enhancing their comfort in learning. These theoretical principles emphasize active participation, which is essential for developing students' 21st-century skills.

In response to the 2022 Program for International Student Assessment (PISA) results, which indicated a need to improve students' reading skills, DepEd Memorandum No. 001, s. 2024 mandates the implementation of Catch-up Fridays starting January 2024. The National Reading Program (NRP) will be launched, designating every Friday throughout the school year as Catch-up

Fridays. The first half of the day will be dedicated to implementing the NRP.

In developing the supplementary material "Matatag na Filipino," the weekly literary topics included are based on objectives, concepts, topics, instructions, activities, and reflections aligned with the reading program's activities. Catch-up Fridays (CUF) is a weekly learning intervention program requiring schools to devote half a day to reading activities, aiming to improve students' proficiency in reading, learning, and higher-order critical thinking skills.

Objectives Of the Study

The objective of this research is to develop supplementary material based on the current curriculum to improve students' skills in Filipino and enhance their academic performance. The researcher aimed to create supplementary material for Grade 9 students in the Filipino subject for the Third Quarter at Binan Integrated National High School, Division of the City of Biñan, based on the Most Essential Learning Competencies (MELC). This material is expected to be beneficial and a solution to the challenges faced by Grade 9 Filipino teachers. The activities in the supplementary material are based on the MELC as prescribed by the Department of Education (DepED, 2020), which serves as the curriculum guide for all schools in the country.

Statement Of the Problem

This study seeks to determine the effectiveness of the "Matatag na Filipino" supplementary material in enhancing the Filipino proficiency of Grade 9 students at Biñan Integrated National High School. Specifically, it investigates the comparative performance of students who used the supplementary material and those who relied on the standard Filipino Grade 9 module.

1. What are the mean scores in the pre-test, formative test, and post-test of the experimental and control groups?
2. What significant difference exists between the pre-test and post-test scores within the experimental group?
3. What significant difference exists between the pre-test and post-test scores within the control group?
4. What significant difference exists between the post-test scores of the experimental group and the control group?

LITERATURE REVIEW

The validity of this research study would not be complete without sufficient foundational support. This section presents the relevant literature and related studies.

Arcilla (2020) highlights the shift towards modular learning as a preferred method among parents, with 8.8 million favoring it over blended and online learning options. This trend reflects a growing support for alternative educational methods and underscores the importance of developing supplementary materials. The findings emphasize the need to adapt educational approaches to meet modern learning demands, aligning with broader reforms in the K to 12 program in the Philippines to enhance student engagement and proficiency.

As a primary basis for creating these supplementary teaching materials, the revised Bloom's Taxonomy by Benjamin Bloom outlines educational tools focused on various levels of cognitive learning: remembering, understanding, applying, analyzing, evaluating, and creating. The activities in the modules and other learning materials provide opportunities for students to reach higher levels of cognitive engagement.

In effective teaching material development, John Dewey's theories of Pragmatism and Experiential Learning emphasize that education is rooted in experience and real life. Teaching

materials include assignments related to students' real-life experiences to ensure the practical application of what they have learned.

David Kolb's Experiential Learning Theory emphasizes the role of experience in learning. Teaching materials designed around this theory support four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This approach helps students build a deeper understanding, enhances critical thinking and creativity, and improves their ability to apply knowledge in diverse contexts.

Based on Lev Vygotsky's Sociocultural Theory, learning is a social process, and interaction with others is crucial for cognitive skill development. Teaching materials encourage collaboration and interaction among students to broaden their understanding and knowledge.

According to Jerome Bruner's Discovery Learning Theory, students learn more effectively through exploration and the construction of their own knowledge. Teaching materials offer meaningful tasks that promote critical thinking and discovery.

From Howard Gardner's Multiple Intelligences Theory, it was found that students possess different types of intelligence and learning styles. Therefore, teaching materials should include a variety of tasks that cater to the diverse abilities of each student, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal activities.

In preparing supplementary materials, it is vital to incorporate theories and principles that foster creative and critical thinking through meaningful tasks. These materials should include assignments that encourage analysis, creative problem-solving, and cater to different proficiency levels. Integrating modern technology is crucial for developing 21st-century skills such as digital literacy, communication, collaboration, and innovation, utilizing multimedia, online resources, and interactive platforms. Effective assessment strategies are needed to measure students' progress in critical thinking and problem-solving through formative and summative assessments. Teaching materials should emphasize the practical application of knowledge and its relevance to students' real lives, ensuring their learning benefits their daily and future lives. By adhering to foundational theories and principles, supplementary materials can effectively develop students' 21st-century skills.

The Department of Education ([DepEd, 2020](#)) underscores the importance of Self Learning Modules (SLMs) and various learning modalities such as television, radio, blended, and online learning in maintaining education during the pandemic. With face-to-face classes postponed, DepEd's adaptation highlights its commitment to educational quality. This aligns with the research study's goal to develop "Matatag na Filipino" materials for Grade 9 students, designed to support learning across different modalities.

Department of Education Secretary [Briones \(2020\)](#) emphasizes that these methods are crucial for reaching students in remote areas and maintaining education continuity. The study aims to enhance Filipino proficiency and address educational needs by providing effective supplementary materials and adapting teaching strategies to current challenges.

The Department of Education (DepEd) underscores the importance of education through supplementary materials and modular learning, using Self-Learning Modules (SLMs) to ensure accessibility and quality during the pandemic, as noted by [Magsambol \(2020\)](#). Exams have been replaced by assessments to address distance learning challenges and prevent cheating. Teachers are crucial in implementing these resources effectively. With this, the study hypothesized that there was no significant difference in the level of proficiency for the formative and summative tests among the two groups of students. Additionally, it also assumes no significant difference in the level of proficiency between groups when their pre-test and post-test results were compared. These hypotheses guided the IPO (Input-Process-Output) model illustrated in Figure 1. The figure shows

the overall development of "Matatag na Filipino," which aims to strengthen the skills and proficiency of students in Filipino, providing additional support for their learning in line with the educational goals of the Philippines.

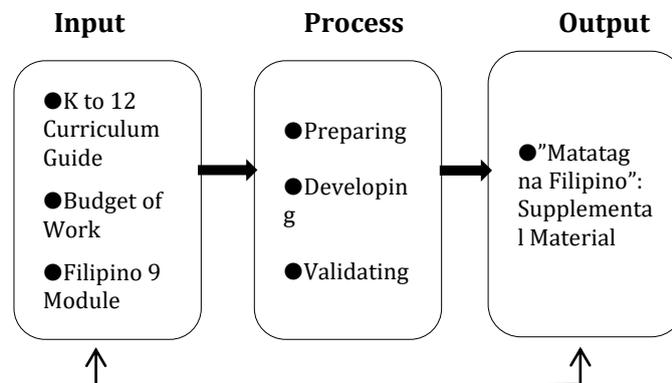


Figure 1. This figure shows the input, process, and output of the research.

Figure 1 shows the process of developing the supplementary material "Matatag na Filipino" for Grade 9. In the input section, the K to 12 Curriculum Guide, Budget of Work, and Filipino 9 Module are used to ensure the appropriateness and quality of the material. In the process, specific objectives and scope are initially prepared using the MELCs as a guide. This is followed by development, where ideas and content are reviewed and evaluated. Lastly, validation is conducted, where experts review the material to ensure its quality and effectiveness.

Furthermore, this study emphasizes the development and use of the supplementary material "Matatag na Filipino" for the proficiency levels of Grade 9 students.

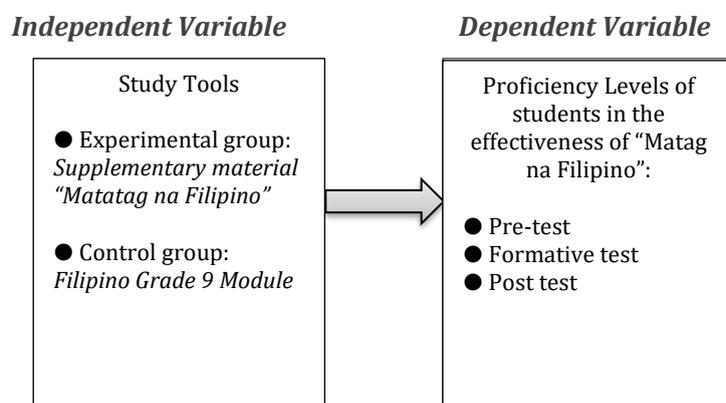


Figure 2. This figure illustrates the Independent and Dependent Variables of the research.

Figure 2 illustrates the relationship between the independent and dependent variables in the research. The aim is to determine the effectiveness of the supplementary material "Matatag na Filipino," where the experimental group will use it, while the control group will use the traditional Filipino Grade 9 module. To determine the effectiveness of the supplementary material, the results will be analyzed through Pre-Test, Formative Test, and Post-Test.

Additionally, according to [De Vera \(2020\)](#), DepEd and CHED support various teaching methods, including online learning, printed modules, radio programs, and online platforms like Microsoft Teams and Facebook. These efforts aim to make education accessible to all students,

aligning with the research study's goal to develop supplementary materials for Grade 9 Filipino students. This approach reflects a commitment to inclusivity, digital literacy, and adaptability in maintaining educational continuity during challenging times.

[Stonier \(2020\)](#) emphasizes expanding teaching resources in online and distance education. Comparing educational systems across countries can improve methods and enhance learning, with differences in course design, LMS, and assessments offering valuable opportunities. These insights support the development of supplementary materials for Grade 9 Filipino students, aiming to create effective and engaging resources. The study focuses on adapting teaching methods and leveraging global practices to meet curriculum requirements and improve student proficiency, especially in the context of increasing reliance on technology

[Asaytuno et al. \(2021\)](#) used a mixed-methods approach to examine teaching strategies in three schools in Pilar District, Sorsogon, under new normal conditions. The study found that strategies like Question-Answer Relationship (QAR), Ink Think, FAN Fact Analyzer, and Venn Diagram were effective, especially for vocabulary and essay writing. These strategies improve student knowledge and interest. The authors recommend refining these strategies and incorporating tools like KWL charts and enhanced practice papers.

These findings are relevant to the research study on developing supplementary materials for Grade 9 Filipino students. Integrating effective strategies such as QAR and Venn Diagrams into the "Matatag na Filipino" materials can boost student engagement and learning. The inclusion of KWL charts and improved practice papers will support active learning and critical thinking, aligning with the goals of the K to 12 program. This approach aims to enhance students' proficiency and academic success in Filipino.

According to [Weist \(2020\)](#), online education has proven to be an effective alternative to traditional teaching, highlighting the importance of additional learning materials. The study outlines best practices in course design, student interaction, and teacher support, emphasizing the need for ongoing development and improvement of teaching materials to enhance the online learning experience.

Despite challenges, educators continue to show determination in maintaining education. RC's report in August 2020 on Basilan illustrates that blended and distance learning methods allow students to continue their education amid the pandemic. These alternative teaching methods strengthen the education system's resilience and adaptability.

Reopening schools during the pandemic is complex, leading many institutions to adopt virtual and distance learning. Supplementary materials are crucial in this context, offering additional support and learning opportunities for students.

[Toquero \(2020\)](#) discusses the pandemic's impact on the education sector, highlighting opportunities for development and adaptation in teaching and learning methods. This study aims to understand the pandemic's widespread effects on education and provide recommendations for effective responses, including developing modules to address teaching and learning challenges.

According to [Pastor \(2020\)](#), the pandemic has impacted education globally, including in the Philippines. The study examined the sentiments of CBPA students at Pangasinan State University regarding synchronous online learning. Many students reported difficulties with internet connectivity and were unprepared for this mode of instruction. The study recommends that institutions provide additional support to maintain the quality of education.

These studies emphasize the adaptability and resilience of the education sector during the pandemic. The creation and use of supplementary materials, along with various learning modalities, are essential for ensuring the continuity and improvement of education. Embracing change and fostering innovation allow schools and teachers to effectively support student learning

and prepare them for future challenges.

[Dela Cruz et al. \(2021\)](#) found that the rise of Information and Communications Technology (ICT) has led private schools to adopt E-learning systems through Learning Management Systems. Their study revealed that E-learning improves student engagement and study habits. Developing interactive e-learning modules is a strategic effort to enhance teaching. While E-learning can boost academic performance, its success depends on technology access, teacher training, and material quality, requiring inclusive implementation for all students.

According to [Murphy et al. \(2020\)](#), the use of Learning Management Systems (LMS) by teachers is crucial for supporting their students. To enhance teacher support and broaden teaching options, the researchers suggest adding supplementary materials designed to provide extra guidance and support to students as they adapt to online learning. This approach demonstrates students' determination to overcome challenges through cooperation and openness to new learning experiences.

According to [Risner \(2020\)](#), the project highlighted the use of virtual connections to provide a global perspective in the U.S. curriculum. It aims to prepare pre-service teachers with cultural and global issue understanding from various viewpoints. The use of online technology is crucial for enhancing critical thinking and digital literacy. The project emphasized global themes through both online and traditional classroom sessions, strengthening teachers' ability to use modified learning materials to broaden students' global awareness.

According to [Estrada \(2021\)](#), the Department of Education (DepEd) is aware of the challenges faced by students and teachers in implementing distance learning. DepEd emphasizes that not all students and teachers have access to laptops, cell phones, or reliable internet connections. In response, DepEd has taken steps to address the technology access gap by creating handout materials for students. This approach addresses the needs of students and teachers with limited access to digital tools, enabling broader participation.

[Nieuwoudt \(2020\)](#) emphasizes that active participation and engagement in class are crucial for effective learning. His study shows a positive link between student attendance and academic success, highlighting the importance of both synchronous and asynchronous involvement. To improve academic outcomes, the study suggests expanding participation options and using innovative learning tools.

These insights are relevant to this research study, which aims to develop supplementary materials for Grade 9 Filipino students. By focusing on enhancing engagement and interaction, the research aligns with Nieuwoudt's findings to create resources that support academic success and motivate deeper involvement in learning. The approach includes diverse learning modalities to accommodate various preferences and ensure all students can succeed.

[Balunsay \(2021\)](#) emphasizes the potential of academic vlogging as a valuable tool for both current and future teaching and learning. This approach highlights how technology can effectively address educational challenges, particularly with the advancement of digital tools. By developing learning modules that incorporate academic vlogging, teachers can enhance their teaching practices and increase student engagement.

[Dangle and Sumaong \(2020\)](#) examine how the Philippines is adapting to new educational norms with active participation from teachers and stakeholders. Their study identifies various challenges and offers recommendations for improving student learning experiences within this evolving educational landscape, underscoring the need for adaptable teaching methods.

[Moralista et al. \(2020\)](#) note that while many teachers possess basic computer skills, there remains a significant need for training in technology integration for teaching. The study suggests that creating personalized teaching materials can help overcome technological challenges and

improve instructional effectiveness.

Vergara (2017) discusses the benefits of alternative learning methods, such as flexible modules, which provide additional educational opportunities beyond traditional methods. This approach caters to diverse learning preferences and local needs, highlighting the importance of developing supplementary materials that address these diverse educational requirements.

Rotas (2021) highlights the challenges faced by students in distance learning, including limited resources and the need for effective management strategies. Developing supplementary materials tailored to distance learning can support students' success by addressing these specific challenges and providing essential resources.

Yahaya et al. (2018) argue that effective education can be achieved through a variety of teaching methods and modern technologies, such as applications and multimedia resources. They emphasize the importance of understanding students' needs and maintaining strong student-teacher relationships to ensure educational success.

Cabual (2021) reveals that most students prefer visual learning, while others favor auditory, kinesthetic, or reading/writing styles. By incorporating various learning styles and self-learning modules, teachers can enhance educational effectiveness and cater to different student preferences.

Aligning instructional methods with students' learning styles leads to better educational outcomes. The use of diverse resources, including visual and auditory aids, enriches the learning experience and accommodates various student needs.

These studies underscore the importance of adapting teaching methods and resources to improve student engagement and learning outcomes. For research focused on developing supplementary materials for Grade 9 Filipino students, these insights support the creation of resources that address diverse learning styles, incorporate technology, and tackle current educational challenges. The emphasis on innovative teaching strategies and teacher training aligns with the broader goal of enhancing educational practices and ensuring quality education. Additionally, these studies influence the study's hypothesis that there is no significant difference in the pre-test, formative, and post-test mean scores between the control group and the experimental group.

This section thoroughly discusses the development of supplementary educational materials, presenting theories, methodologies, and previous research on their impact and significance in enhancing students' knowledge and skills. It reviews related literature on teaching and learning strategies from various educational modalities, especially during the pandemic, outlining the steps and procedures for creating these materials and their effects on student learning. Additionally, it addresses theoretical foundations and educational principles, emphasizing the importance of experiential learning and creating materials based on actual student needs and experiences.

RESEARCH METHOD

In this phase, the methods used and the processes undertaken by the researcher are presented. It also outlines the study design, the necessary data collected, the methods employed to obtain this data, and the statistical analysis of the data.

Research Design

In this study, a quasi-experimental research design was utilized to assess the effectiveness of the supplementary material "Matatag na Filipino" in enhancing the proficiency levels of Grade 9 students at Binan Integrated National High School during the academic year 2023-2024.

According to the analysis by Yazon et al. (2019), a characteristic of quasi-experimental research design is the lack of freedom to choose the experimental treatment to demonstrate differences between treatments in non-equivalent groups. This design is typically the second-best option when a true experiment is not feasible. The pretest-posttest non-equivalent group design consists of two distinct groups, the experimental group and the control group. The experimental group undergoes a pretest, treatment, and posttest, while the control group only receives a pretest and posttest.

This design is suitable for the researcher's need to evaluate the effectiveness of the supplementary material "Matatag na Filipino" in improving the proficiency levels of students.

Participants of the Study

Table 1. Participants in the Research

Number	Experimental Group	Control Group	Pre-Test Score
1	Student 1	Student 32	8
2	Student 2	Student 46	12
3	Student 4	Student 37	16
4	Student 5	Student 40	8
5	Student 7	Student 42	9
6	Student 9	Student 44	8
7	Student 10	Student 35	19
8	Student 11	Student 36	18
9	Student 15	Student 41	20
10	Student 17	Student 43	11
11	Student 18	Student 53	20
12	Student 21	Student 52	19
13	Student 23	Student 34	21
14	Student 24	Student 55	9
15	Student 29	Student 48	22
Total	16	16	

Table 1 shows the total number of participants in the research. For each participant number in the first column, the score of each student in the experimental group is matched with the score of the corresponding student in the control group. The arrangement in the table is the result of the match-pairing done based on the pre-test assessment.

Sampling Technique

This study employed a matched-pairs technique as the primary method for selecting participants, aligned with the principles of a quasi-experimental research design. A total of 32 Grade 9 students from Biñan Integrated National High School, specifically from Sections St. Agatha and St. Anthony, were selected and grouped into 16 matched pairs. Prior to group assignment, all students underwent a pre-test designed to assess their baseline proficiency in Filipino. The results of the pre-test served as the basis for pairing: each student in the experimental group was matched with a student in the control group who obtained an identical or nearly similar score. This process ensured that both groups were equivalent in terms of initial proficiency, allowing for a more accurate comparison of the effects of the instructional intervention. From this, the researcher formed 16 pairs of students. This pairing was essential to ensure that the two groups, the

experimental group (students using the supplementary material) and the control group (students using the traditional module), were comparable in terms of their initial knowledge. By forming groups based on matched pre-test scores, the study aimed to provide a fair comparison of the effectiveness of the supplementary material versus the traditional module, thereby offering a precise evaluation of the material's impact on student learning outcomes.

Table 2. Research Instrument

CRITERIA	Weighted Mean	Descriptive Interpretation
A. CONTENT		
1. The content of the supplementary material is appropriate to the level of understanding of the students.	4.00	HA
2. The concept of the supplementary material is clearly presented based on the most essential learning competencies (MELCs) set by the curriculum.	4.00	HA
3. The content of the supplementary material is important for students as it discusses the skills necessary for developing critical thinking.	4.00	HA
Combined Mean	4.00	HA
B. USABILITY		
1. The supplementary material can be used to maintain knowledge and skills as 21 st -century learners	4.00	HA
2. The discussion in the lessons are comprehensive, encouraging students to further develop and apply what they have learned in various situations.	3.00	A
3. The different learning styles of students are appropriately utilized.	4.00	HA
Combined Mean	3.67	HA
C. APPROPRIATENESS		
1. The topic discussed in the supplementary material helps in better understanding the current lesson and effectively developing each skill.	3.40	A
2. The supplementary material helps each student develop critical and logical thinking.	3.40	A
3. Overall, the supplementary material is acceptable, timely, and beneficial to both students and teachers.	4.00	HA
Combined Mean	3.60	HA
	3.76	HA

Legend: 1.00-1.75 Least Acceptable (LA); 1.6-2.50 Not Acceptable (NA); 2.56-3.25 Acceptable (A); 3.26-4.00 High Acceptable (HA)

The primary tool used in this study was the supplementary material titled "Matatag na Filipino" for the experimental group, developed according to the Most Essential Learning Competencies (MELCs) for Asian Literature 9 (Department of Education, 2022). This material includes four learning stages: Discover, Develop, Reflect, and Understand and Transfer. To validate

the material, a questionnaire based on Content, Usability, and Appropriateness criteria was reviewed by five evaluators, including two Education Program Supervisors, a Principal, a Teachers, and a Lead Teacher. The content was found to be appropriate for the students' understanding level, presenting concepts well based on MELCs, and enhancing critical thinking skills, with a combined mean of 4.00 (Highly Acceptable, HA). Usability was rated highly for maintaining students' knowledge and skills relevant to 21st-century concepts, providing comprehensive lesson discussions, and utilizing various teaching styles, with a combined mean of 3.67 (HA). Appropriateness was also rated highly for aiding in understanding current lessons, deepening foundational skills, and developing critical and logical thinking, with a combined mean of 3.47 (HA). The overall weighted mean for "Matatag na Filipino" was 3.76, indicating it is "Highly Acceptable" (HA). These high scores reflect its positive reception and effective use in teaching Filipino in Grade 9, enhancing performance, proficiency levels, and the teaching process for more effective student learning.

Research Methodology

The primary objective of this study is to analyze the impact of using "Matatag na Filipino" on enhancing the proficiency levels of Grade 9 students during the third quarter. In developing the material, the researcher utilized guidelines and budgets for teaching Filipino 9 to systematically organize the learning activities.

As part of strengthening the credibility of the material, the researcher sought permission from the relevant authorities for validation before commencing the study. Following the validation, the "Matatag na Filipino" material and the summative assessment were prepared and organized for distribution to the participating students.

The researcher also established communication with officials and participants for the administration of assessments. Permission was requested from the teachers and supervisors of the two Grade 9 sections to use the supplementary material and share assessment copies according to the research schedule.

Data Analysis Method

In evaluating the effectiveness of "Matatag na Filipino," various data analysis methods were used. These include obtaining the average score, comparing the scores of students before and after using the material, and analyzing if there is a significant difference between the two groups.

Statistical Analysis of Data

In this study, various statistical methods were employed to analyze the data. To determine the overall results of the validation of "Matatag na Filipino," the Weighted Mean was used. Meanwhile, to assess the proficiency levels of students in Filipino 9, the Mean score and Standard Deviation (SD) were calculated from the data obtained from the Pre-test, Formative assessments, and Summative assessments.

Additionally, independent t-tests and paired t-tests were utilized, along with Cohen's d, to examine whether there were significant differences between the two groups of students using "Matatag na Filipino" and the traditional module.

FINDINGS AND DISCUSSION

In this section, the results of the pretest, formative, and post-test evaluations of the supplementary material "Matatag na Filipino" and the traditional module in Filipino among students in the experimental and control groups are discussed. These results serve as an important

contribution to these stakeholders:

For students, it will provide greater convenience and assistance in addressing the gaps in resources for the Filipino subject, which will aid in their learning and lead to a deeper understanding and development of their skills in the subject.

For teachers, it will facilitate a quicker sharing of their knowledge with students, not only based on textbooks but also considering the abilities of the students. It will also foster a deeper connection among them.

For parents, this research will serve as a guide to better understand the new assignments required by the current curriculum, enabling them to be active participants in guiding and preparing their children for the future.

For school administrators, this study is essential for continuously monitoring and guiding the improvement of the education system. It will help expand programs and projects aimed at creating and enriching skills in Filipino, not only as a subject but also as a literature and language that can be freely used in communication.

For future researchers, this study will serve as a foundation and guide for their subsequent research in developing more effective and valid teaching materials.

In the study proper, the pretest assessment showed that both groups had the same mean score of 15.06 and a standard deviation of 5.52, indicating a low level of proficiency in Filipino. It is recommended that teachers use various methods and materials to help students develop their skills in the Filipino subject.

Based on the results of the formative test assessment, the use of the supplementary material "Matatag na Filipino" had a positive effect on the experimental group. The experimental group had a higher mean score compared to the control group, indicating better performance in assessing their proficiency in Filipino. The experimental group also had a lower standard deviation compared to the control group, indicating more consistent performance among the students.

Findings from the post-test assessment demonstrated significant differences in the scores of the experimental and control groups. The experimental group had a higher average score of 35.81 compared to the control group's 27.25. The lower standard deviation of the experimental group (4.45) compared to the control group (6.66) indicates closer scores within the experimental group.

Overall, the assessment shows higher performance in the experimental group compared to the control group. This supports other studies showing the positive effects of using supplementary material on student learning, highlighting the importance of such tools in teaching.

Table 3. Analysis of significant differences between the average scores of pre-test and post-test for each group

Group	Assessment	Mean	T-value	Cohen's d
Experimental	Pretest	15.06		
	Post-Test	35.81	13.015	3.36 (Very Large)
Controlled	Pretest	15.06		
	Post-test	27.25	4.298	1.11 (Large)

*df = 15; *Significant at .01 level; Cohen's d: Very Small (0.01), Small (0.20), Medium (0.50), Large (0.80), Very Large (1.20), Very Large (2.0)*

In Table 3, the comparison between pre-test and post-test assessments is presented for the experimental and control groups, employing dependent t-tests and Cohen's d to examine group

differences. The experimental group scored an average of 35.81 on the post-test and 15.06 on the pre-test, while the control group scored an average of 27.25 on the post-test and 15.06 on the pre-test. The average difference on the post-test was 20.75 for the experimental group and 12.19 for the control group. The difference in averages indicates a significant disparity in the proficiency levels between the two groups on their post-tests. The t-value was 13.015 for the experimental group and 4.298 for the control group, showing a substantial difference between the two groups on their post-tests.

Based on the results, there appears to be a significant difference in the proficiency levels of the two groups on their pre-test and post-test assessments. The experimental group, which recorded higher scores than the control group, suggests an improvement in skill levels and performance in their studies. Cohen's d, indicating a very large effect of using the supplementary material "Matatag na Filipino," underscores the importance of this tool in developing essential skills in the third quarter of Filipino 9.

CONCLUSIONS

Based on the results of this study, the following conclusions were drawn:

1. The statement that there is no significant difference in the proficiency levels of the experimental and control groups of students in their formative assessment was rejected.
2. The statement that there is no significant difference in the proficiency levels of the two groups of students in their summative assessment was also rejected.
3. The statement that there is no significant difference in the proficiency levels of the two groups of students in their pre-test and post-test was rejected.

The study's findings resulted in the rejection of all three null hypotheses. Specifically, there was a significant difference in proficiency levels between the experimental group, which used the supplementary materials, and the control group, which relied on traditional methods, in formative assessments. This significant difference was also evident in summative assessments and between pre-test and post-test scores.

These results suggest that the "Matatag na Filipino" supplementary materials had a considerable positive impact on students' proficiency compared to traditional methods. The study supports its objective of enhancing learning outcomes through innovative resources, demonstrating that these materials effectively improve understanding, retention, and engagement. This aligns with the theoretical framework that well-designed supplementary resources can significantly enhance educational outcomes.

The study provides several positive recommendations to enhance student proficiency in Filipino. It encourages school administrators and teachers to create supplementary materials for Filipino students at all grade levels, aiming to complement and enhance existing educational modules. Schools are also recommended to organize seminars and workshops to equip teachers with effective strategies and interventions that can further boost students' competencies. Additionally, the study advocates for continued research to explore and assess the impact of these supplementary materials on student proficiency and overall competencies.

By developing supplementary materials, schools can enrich the learning experience and address various educational needs. Investing in high-quality teacher training and workshops will ensure that educators are well-prepared to implement effective interventions, directly benefiting student learning outcomes. Future research will contribute valuable insights into how supplementary materials influence student proficiency, supporting ongoing improvements and innovation in educational practices. Emphasizing these recommendations will help stakeholders build on existing resources and create a more effective and supportive learning environment for

students in the Philippines.

LIMITATION & FURTHER RESEARCH

This study was confined to Grade 9 students at Binan Integrated National High School, limiting the ability to generalize the findings to other grade levels or schools. The intervention was conducted over a relatively short period, which may have restricted the observation of long-term effects of the supplementary material. Additionally, the research focused solely on Filipino proficiency within the context of Asian Literature, which may not apply to other subjects or languages. It aims to examine the effectiveness of using "Matatag na Filipino" as supplementary material to enhance the proficiency levels of students in the third quarter of the academic year 2023-2024 only. The primary objective targeted was to develop supplementary materials to be utilized alongside assessments such as pre-tests, formative assessments, and summative assessments for selected Grade 9 students at Biñan Integrated National High School, Division of the City of Biñan. These students consisted of two groups, each comprising 16 students from the St. Agatha and St. Anthony sections of Grade 9. These students serve as participants in the experiment to determine the effectiveness of the provided materials and their impact on learning and proficiency in the subject.

The supplementary material is based on the current curriculum guide that encompasses the skills outlined in the Most Essential Learning Competencies (MELC) for the Filipino 9 subject within the current K to 12 program. It also covers the objectives, concepts, topics, instructions, activities, and reflections that were primarily considered in the development of the learning materials.

While this study aims to provide valuable insights into the effectiveness of the "Matatag na Filipino" supplementary material, several limitations should be acknowledged. The study involves a limited number of participants (32 students), which may not be representative of the entire Grade 9 population, affecting the generalizability of the findings.

Conducted over a single academic quarter, the research may not provide sufficient time to assess long-term impacts on student proficiency and learning outcomes. Additionally, external factors such as varying levels of student motivation, different teaching styles, and external support systems may influence the results, making it challenging to attribute changes in proficiency solely to the supplementary material.

The effectiveness of the assessment tools (pre-tests, formative, and summative) in accurately measuring student proficiency may vary, potentially impacting the reliability of the findings. While the supplementary material is aligned with the Most Essential Learning Competencies (MELC), any changes in the curriculum or educational policies during the study period could affect the relevance and applicability of the findings.

Future research could broaden the scope by including a more diverse student population, extending the intervention period, and exploring how "Matatag na Filipino" materials affect various subjects or learning areas. Investigating the long-term impact of supplementary materials on student proficiency and overall academic achievement could offer valuable insights. Moreover, qualitative studies that gather feedback from teachers and students regarding the material's usability and effectiveness would provide a deeper understanding. The integration of technology-based tools in supplementary materials also warrants further exploration as a means to enhance learning outcomes.

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