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## **Instructional Materials in Filipino Rhetoric: A Source of Educational Excellence in Filipino Curriculum**

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### **ABSTRACT**

The development of the Instructional Materials in Filipino Rhetoric has a great influence in modification of modern Filipino curriculum both public and private institution in terms of general and tertiary education. It supports numerous tasks of methodologies, techniques, approaches and strategies in teaching which is capable in selecting well-fitted and worthwhile learning activities, depth explanations, productive questions and evaluating student’s learning. This is important to accelerate the teaching-learning process thru better improvement of quality assurances of Filipino education. In this view, the composed instructional materials in Filipino Rhetoric is subjective and objective in sculpturing better objectives, content, language and style, organization, application and evaluation. The three groups of respondents were used in order to established a strong foundation of quality assurances of instructional materials in Filipino including its reliability through experts, faculty and student-learners who used the instructional materials through pre-test and post-test including also the statistical treatments such as weighted mean, rank, percentage, mean passing scores and t-test. On the other hand, this study determine and generate that the instructional materials in terms of objectives, content, language and style, organization, application, and evaluation are acceptable with a weighted mean of 4.60, 4.36, 4.50, 4.28, 4.15, and 4.36 respectively. It is noted that the mean scores of the students in experimental group had increased from 20.08 to 42.48 obtained a high performance from 70.08 or moving towards mastery to 92.48 interpreted as closely approximating mastery with a higher performance level in post-test than the pre-test. On the other hand, the mean scores of the students in control group had increased from 19.33 to 37.73 obtained a high performance from 69.33 or moving towards mastery to 87.73 interpreted as closely approximating mastery with a higher performance level in post-test than the pre-test. It signifies that the Instructional Materials in Filipino Rhetoric is a better instrument as a source of Educational Excellence in Filipino Curriculum.

*Keyword:* Filipino Rhetoric, Curriculum, Instructional Material, Teaching-learning Process, Quality Assurance

### **Introduction**

It is important for the students to learn how to develop communication skills. Students at times, find Filipino our native language difficult to study because in school rules of communicating using Filipino differ from its everyday, casual communication activities.

Filipino students learn to speak the language quite easily and naturally. In households like where the Filipino language is used daily in almost all instances except in occasions where it is necessary to speak in a foreign language such as in English, fluency and mastery is attained

in a considerably short time. Learning is generally effortless and often happens from mimicking sounds and intonations as done by adults.

Learning the Filipino language as a subject in school is entirely different. The rules that have to be observed in producing a strictly grammatically correct paragraph can prove to be quite a challenge even for adults who have supposedly gone through at least formal schooling. This is because the Filipino language taught in school is more formal and has to conform to the established guidelines in relation to its status as the national language of the country.

Students would often ask why sentence construction has to be made a lot more difficult compare to regular conversation would entail. Come to think of it, the "difficulty" is actually just comparable to learning the English language except that we have had more exposure to the English language as a means of instruction. Filipino only represents one subject taught in the vernacular. Actual experience would show that the shift in the language of instruction appear to have made the subject harder than it was during time mainly because of the lack of proper Filipino translation for many words associated with history and literature.

In view of the big difference in style, tone, and construction between the academic Filipino and conversational Filipino, results to limiting the use of school work and other tasks requiring the use of formal and technically-correct Filipino. Use the latter when talking with family, friends, and the people met every day. It would take considerable efforts on the part of the institution assigned with the development of the Filipino language to reconcile everyday learning with institutional learning.

The school needs to provide the best to the stakeholders most especially the students who are the primary beneficiaries of learning institutions. Students nowadays are very impatient and don't want to spend too much time reading books and other learning materials that would help them attain the learning experiences that they ought to be equipped with. The teacher has to think of other ways to be able to encourage them to study harder and appreciate the importance of attending school.

The learners are often overwhelmed by the complexity of realistic learning tasks, but this complexity may be reduced through the use of the instructional module in teaching. It is used to provide self-pacing activities within which to develop knowledge and skills competencies of students to prepare them in their chosen careers. It is important so that students will gain proficiency at different rates and ought to be able to move at their own pace in accomplishing lessons. Students shall learn many of the skills from the instructional materials. In this way, the teacher could be involved with the evaluation of final lessons and help individual slow learners while allowing others to proceed at their own pace through the instructional materials.

Masining na Pagpapahayag (Filipino Rhetoric) is one of the general education subjects offered in the tertiary level curriculum. The researcher decided to develop an instructional materials in Filipino Rhetoric which supports the myriad tasks of teaching, such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions and evaluating student's learning of what it is that students are to learn. This is be very essential to facilitate the teaching-learning process.

### **Literature Review**

Instructional material is an aid to teaching and learning. It helps to raise learning from verbalization to practical aspect of teaching and learning. Instructional materials make teaching and learning interesting, easy and amusing. It makes learning more effective (Clark, 1997).

In another development, the use of instructional materials makes different continents to shape their rules and regulations, to accommodate the other. This they do by providing them with the socio-cultural and political differences and how to adjust the traditional socio-

cultural and political ways and accommodate another. An instructional material makes students understand more easily when the teacher makes use of working model. It makes the teacher's task easier and more effective. Olaide (1990) has highlighted the impact of instructional materials that teachers use to improve the students from understanding and perception of the subject as an enhanced aids. It brings clarity and creates recognition that allow them to have a realistic hand and a total knowledge of the subject. It enhanced learning, improve the competence of learners and makes learning more meaningful to students.

In Onicha Local Government Area, teaching and learning through the use of instructional materials facilitates, stimulates and aids students to take active interest in any topic introduced by the teaching. In structural materials has emotional impact on the students of Onicha Local Government Area and affects their attitude towards what is presented as the topic to study by the teacher. It provides both the teacher and students with relevance and meaningful source of information.

Kay (2008), Instructional materials stimulate the students desire to learn. It assist learning process by making assimilation and memorization of materials easy. Also, it helps to hold attention, include greater acquisition and, as well as objectives which may be in accessible to many students.

Religioso (2003) pointed out that in producing instructional materials the following factors are considered: instructional objectives; message to be transmitted; aesthetic quality; cost; production aids; durability; maintenance and storage; skill of the teachers and availability of equipment and facilities.

Zulueta (2006) stated that the learning module is one of the most widely known acceptable instructional materials. It is an innovation popular among both developed and developing countries. It is defined as a set of learning opportunity systematically organized around a well-defined topic which contains the elements of instruction- specific objectives teaching learning activities and the evaluation using criterion reference measures.

The philosophy behind the learning modules hinges in the generally accepted fact that each child is a unique individual with different backgrounds, experiences, inborn qualities, habits and learning styles different from those of other individuals, thus he should grow and develop to his optimum potential at his own pace. The module as an instructional material possesses the qualities that will make the individual an independent learner, self-pacing and progressing at his own rate, and allowing measures to meet the needs of individual differences.

Cacereno (2002) stated the perennial problem of inadequacy of textbooks and other instructional materials needed in public school every school year. He emphasizes that serious textbook problems, strike deeper into the educational program. The importance of textbook and other instructional materials in facilitating the teaching learning process cannot be ignored or be under-emphasized. He added that teaching school children to read and learn without the necessary books and other instructional materials is like teaching without giving them the benefit of actual experience to learn. Such conditions must be supported with the necessary and appropriate instructional materials to support the teacher in carrying out the activities in the classroom. She also acknowledged the essentiality of having instructional materials. She encouraged the teachers to have varied instructional materials that are meaningful, manipulative, concretely developed and based on concepts and principles.

Jaramillo (2002) pointed out that as teachers; we know that learning happens when the students are motivated. It is for this purpose that we should always strive to provide a rich learning environment and maintain the students' high level of interest. To attain this, we should use a variety of motivational techniques, teaching strategies and materials. The use of these materials contributes to the interest and the enthusiasm for learning. She stressed that these instructional materials are also excellent sources for thinking about ideas, selecting and

using information for assignments and identifying and solving problem independently or in a group.

Agno (2010) stated that good teachers are competent and effective, they help enhance teaching and learning in the classroom.

Hidalgo (2005) said that teacher should continuously provide remedial activities. Teachers should be provided with better instructional materials, study guides and workbooks to supplement textbooks. It helps a lot of teachers to have these materials on hand in promoting cooperative learning activities among their students.

Calderon (2003) said that a teacher has to be reminded that there is no such perfect approach to teaching. The appropriateness and effectiveness of any teaching method depends on the learning situation that the teacher encounters. He/she must have tools and devices to carry an effective learning situation. It is also stressed that the important areas in teaching are the content and the skills to be developed through a scope and sequence guide.

The teacher must muster the methods and tools of teaching. The teacher is like a carpenter who clumsily uses the old, rusty and unsharpened tools cannot produce fine furniture. In like manner, the teacher who uses haphazardly outmoded and ineffective methods and tools in teaching cannot produce a good product. But the teacher who combines the best picture of techniques and who manipulates with utmost dexterity the tools at hand can turn out the most desirable and finest outcome of the teaching, the literate graduate.

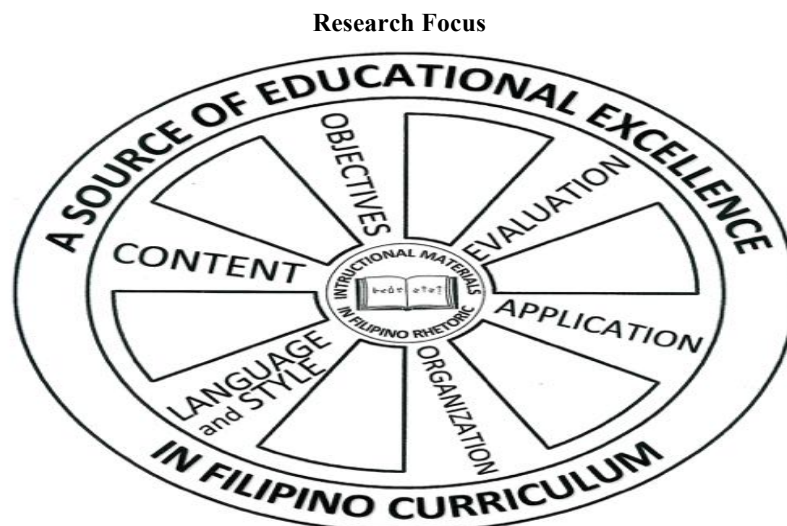


Figure 1 projected the effectively and efficiency of the instructional materials in Filipino Rhetoric that contains a comprehensive objectives, content, language and style, organization, application and evaluation which is entitled as a source of Educational Excellence in Filipino Curriculum. The made instructional materials will be measured thru acceptability of ten (10) Filipino teachers and five Filipino experts as well as the results of fifty (50) items examination in pre-test and post-test that answered by the sixty experimental and control group that will be analyzed and computed statistically as avenue for producing of Educational Excellence in Filipino Curriculum.

### **Theoretical Framework**

This study is anchored on the theory of Jerome Bruner wherein learners construct new ideas or concepts based on their current or past knowledge. The learner selects and transforms information, constructs hypothesis and makes decisions, relying on cognitive

structure to do on Cognitive structure provides meaning and organization to experiences and allows the individual to go beyond the information given.

Bruner states that instruction should address four aspects: predisposition towards learning; the ways in which the body of knowledge can be structured so that it can be most readily grasped by the learner; the most effective sequences in which to present materials; and the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new prepositions and increasing the manipulation of information. As suggested by Bruner, instruction must have considered these principles. First, instruction must be concerned with the experiences and contexts that make the student willing and able to learn. Second, instruction must be structured so that the students can easily understand it. Third, instruction should be designed to facilitate extrapolation and or fill in the gaps.

Furthermore, this theory expounds that development and learning occur through constructive processes and that knowledge is constructed from experience. To the constructivists, learning is active, engaging and interesting. The students are given the responsibility to search for their own meaning through hands-on activities. During the teaching learning process, students ask questions, explore and discover. Thus, they are able to construct new understandings and incorporate them into what they already hold in long-term memory.

### **Research Questions**

The main purpose of this study was to determine the acceptability of the instructional materials in Filipino Rhetoric.

Specifically, it sought to answers the following questions:

1. How acceptable is the proposed instructional materials in Filipino Rhetoric as assessed by experts and teachers as to:
  - 1.1 Objectives;
  - 1.2 Content;
  - 1.3 Language and Style;
  - 1.4 Organization;
  - 1.5 Application; and
  - 1.6 Evaluation?
2. Is there significant difference in the assessment of the respondents on aforementioned variables?
3. How do the students performed in the pre-test and post-test after using the instructional materials in Filipino Rhetoric?

### **Research Method**

This study used a quasi-experimental type of research using a non-equivalent pre-test and post-test of experimental group control group. A group of students will be taught using the prepared instructional materials in Filipino rhetoric while the other group will undergo the traditional way. It is noted that no randomization of participants will be done. But, an alternative treatment will be done to lessen the non-equivalence of the two groups. The two groups will be given a pre-test before the experiment. Then, same test will be administered to both groups after, to measure the effect of the instructional materials in Filipino Rhetoric. The design is presented below.

$$\begin{array}{ccc} O_1 & X & O_2 \\ O_3 & & O_4 \end{array}$$


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where:

$O_1$  and  $O_3$  is the pre test of the two groups

$O_2$  and  $O_4$  is the post test of the two groups

X is the treatment used in the experimental group

The variable x is the treatment used to the experimental group, which is using the Filipino Rhetoric.

Furthermore, experts and teachers were used to validate the instructional materials. This group of teachers answered the adopted questionnaire to establish the acceptability of the said material.

A purposive sampling by picking out two out of eight sections in the College of Education of Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST), they served as the control and experimental group. Consequently, each group was composed of 60 students, respectively. Purposive sampling was used to elicit the intervening factor that might affect the study like the gender of the respondents.

The pre-test of each group will be examined to check the variability of the two groups. There were three groups of respondents namely, the experts, teachers and the students.

The study used the following instruments to answer all the questions:

### Test

This test was the main instrument used in order to measure the level of achievement of the students in academic Filipino language from the control and experimental groups before and after the engagement to the different instructions.

In the construction of the teacher made test,. The test was made up of 50 items test covering the said competencies. And only multiple type of test will be used since its validity and reliability is measurable. To validate the test a table of specification was used to determine the subtopics and the number of items to be included with the help of language experts for the improvement of the said instrument.

Then the test was administered to 120 students of the Eulogio “Amang” Rodriguez Institute of Science and Technology who were selected as subject to the study. The purpose is to determine the clarity of direction and the terminology used in the test. The result was then item analyzing, which remain the same number of test item.

This fifty (50) item test is administered to the pupils subject for the study in order to determine the effectiveness of the instructional materials based on the performance of the students in the pre-test and post-test results.

### Survey Questionnaire

To measure the acceptability of the instructional materials used, the study used a survey questionnaire. The instrument was composed of 6 areas, namely; objectives, content, language and style, organization, application and evaluation.

The following statistical tools for the interpretation of results according to sub-problems were used. (1) **Percentage**, this was used to determine the frequencies of the student’s responses. (2) **Weighted Mean**, this was used to get the average frequency of the responses in each weighted item.

To determine the acceptability of instructional materials and to answer sub-problem no. 1, the 5-point Likert scale was used and its interpretation as follows: 5 (4.20-5.00) Very Acceptable, 4 (3.40-4.19) Acceptable, 3 (2.60-3.39) Moderately Acceptable, 2 (1.80-2.59)

Less Acceptable and 1 (1.00-1.79) Not Acceptable. (3) **Mean Performance Score**. This was used to determine the performance rating of the students in the pre-test and post-test. This was being used to know the level of performance of the students in their test, needed to answer sub problem no .3. (4) **t-test**. This was used to measure the degree of difference between the pre-test and post-test mean scores of the two groups of respondents and to answer sub problem no. 3. The following formula helped compute the t-test. The formula is:

$$\bar{X} = \frac{\sum X}{N}$$

where:

$\bar{X}$	=	the arithmetic mean
$\sum X$	=	sum of the scores
N	=	number of scores

The t-test formula (Mc Lave, Dietrich and Sinrich, 1999)

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

where:

$\sum D$	=	summation mean of the difference between the Pre-test and post-test
$\sum D^2$	=	summation mean square of the difference between the pre-test and post-test
N	=	number of respondents
t	=	the computed value of t

### T-test of Significant Difference

This was used to determine whether or not significant difference exist between the pre-test and post-test scores and post-test and post-test of the two groups of respondents. It was solved using formula (Garcia 2003).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where:

$\bar{X}_1$	=	mean of the 1 <sup>st</sup> group
$\bar{X}_2$	=	mean of the 2 <sup>nd</sup> group
$S_1^2$	=	standard deviation of the 1 <sup>st</sup> group squared
$S_2^2$	=	standard deviation of the 2 <sup>nd</sup> group squared
$N_1$	=	sample size (1 <sup>st</sup> group)
$N_2$	=	sample size (2 <sup>nd</sup> group)

### Findings Of The Study

The following are the findings of the specific problems raised in the study:

#### 1. How acceptable is the proposed instructional material in Filipino Rhetoric as assessed by experts and teachers as to:

- 1.1 Objectives;
- 1.2 Content;
- 1.3 Language and style;
- 1.4 Organization;
- 1.5 Application; and
- 1.6 Evaluation?

Table 1  
*Instructional Materials in Filipino Rhetoric as to Objectives*

Criteria	Experts		Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. Objective represents the competences provided in the topics.	4.60	VA	4.40	A	4.50	VA
2. Objectives are specific, measurable, achievable result oriented and time bound.	4.60	VA	4.60	VA	4.60	VA
3. Objectives are clearly and explicitly stated.	4.60	VA	4.70	VA	4.65	VA
4. The objectives are relevant to the content, activities and feedbacks.	4.40	A	4.70	VA	4.55	VA
5. Provide directions to the learners and the learning contents.	4.60	VA	4.80	VA	4.70	VA
Composite Mean	3.64	A	4.64	VA	4.60	VA

Legend:			
Option	Scale	Descriptive Equivalent	Symbol
5	4.50 – 5.00	Very Acceptable	VA
4	3.50 – 4.49	Acceptable	A
3	2.50 – 3.49	Moderately Acceptable	MA
2	1.50 – 2.49	Less Acceptable	LA
1	1.00 – 1.49	Not Acceptable	NA

As revealed in the table, five (5) criteria are assessed by the respondents as very acceptable. These are: objective represents the competences provided in the topics (WM=4.50); objectives are specific, measurable, achievable result oriented and time bound (WM=4.60); objectives are clearly and explicitly stated (WM=4.65); the objectives are relevant to the content, activities and feedbacks (WM=4.55); and provide directions to the learners and the learning contents (WM=4.70).

Generally, the proposed instructional materials in Filipino Rhetoric as to objectives assessed by the two groups of respondents as very acceptable with the composite mean value of 4.60.



Table 2  
*Instructional Materials in Filipino Rhetoric as to Content*

Criteria	Experts		Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. Content are parallel with the objectives.	4.20	A	4.40	A	4.30	A
2. There is adequate information to support the concept being presented.	4.20	A	4.30	A	4.25	A
3. There are activities provided to verify concepts taught.	4.40	A	4.60	VA	4.50	VA
4. It is based on the learning competencies.	4.40	A	4.50	VA	4.45	A
5. It provides accurate information.	4.40	A	4.20	A	4.30	A
Composite Mean	4.32	A	4.40	A	4.36	A

As reflected in the table, four (4) out of five (5) criteria are assessed by the respondents as acceptable. These are: content are parallel with the objectives (WM=4.30); there is adequate information to support the concept being presented (WM=4.25); it is based on the learning competencies (WM=4.45); and it provides accurate information (WM=4.30). While there are activities provided to verify concepts taught (WM=4.50) which assessed by the respondents as acceptable.

The proposed instructional materials in Filipino Rhetoric as to content assessed by the two respondents as acceptable with the composite mean value of 4.36.

Table 3  
*Instructional Materials in Filipino Rhetoric as to Language and Style*

Criteria	Experts		Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. Language used suits the learners' level of comprehension.	4.80	VA	4.90	VA	4.85	VA
2. Terms convey messages of the subject matter and topics.	5.00	VA	4.60	VA	4.80	VA
3. Provide clear understanding of basic concepts and principles.	4.20	A	4.10	A	4.15	A
4. Term used is simple and clear.	4.60	VA	4.20	A	4.40	A
5. The structure and style are appropriately designed.	4.20	A	4.40	A	4.30	A
Composite Mean	4.56	VA	4.44	A	4.50	VA

As depicted in the table, the experts and teachers assessed three (3) out of five (5) criteria as acceptable with the weighted mean values of 4.15, 4.40, and 4.30. While the language used suits the learner's level of comprehension (WM=4.85) and terms convey messages of the subject matter and topics (WM=4.8) are assessed very acceptable.

The proposed instructional materials in Filipino Rhetoric as to language and style assessed as very acceptable with a composite mean value of 4.50.

Table 4  
*Instructional Materials in Filipino Rhetoric as to Organization*

Criteria	Experts		Filipino Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. The materials prepare the students to think logically and critically	4.60	VA	4.60	VA	4.60	VA
1. The concepts in the material are simple and comprehensible.	4.20	A	4.30	A	4.25	A
3. As a whole the instructional materials is teachable.	4.00	A	4.10	A	4.05	A
4. They encourage the pupils to become actively involved in the learning activities.	4.00	A	4.40	A	4.20	A
Composite Mean	4.20	A	4.36	A	4.26	A

As portrayed in the table, one criteria was rated by the respondents as very acceptable which is the materials prepare the students to think logically and critically (WM=4.60) and the most of the criteria were rated as acceptable. The concepts in the material are simple and comprehensible (WM=4.25); they encourage the pupils to become actively involved in the learning activities (WM=4.20); and; as a whole the instructional materials is teachable (WM=4.05) respectively.

In general, the respondents assessed the criteria as acceptable with a composite mean value of 4.26.

Table 5  
*Instructional Materials in Filipino Rhetoric as to Application*

Criteria	Experts		Filipino Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. Enough activity is provided to apply the knowledge gained in each unit.	4.20	A	4.30	A	4.25	A
2. The activities really focus on the development of lifelong skills for the learners.	4.20	A	3.90	A	4.05	A
Composite Mean	4.20	A	4.10	A	4.15	A

As pertained in the table, the respondents assessed all the criteria as acceptable. Enough activity is provided to apply the knowledge gained in each unit (WM=4.25), and the activities really focus on the development of lifelong skills for the learners (WM=4.05).

This was supported by a composite mean value of 4.15 and also interpreted as acceptable.

Table 6  
*Instructional Materials in Filipino Rhetoric as to Evaluation*

Criteria	Experts		Filipino Teachers		Composite Mean	
	WM	VI	WM	VI	WM	VI
1. The evaluation is congruent to the objectives and topics presented.	4.40	A	4.60	VA	4.50	VA
2. The evaluation really assesses learning gained.	4.60	VA	4.70	VA	4.65	VA
3. The evaluation is enough for each topic.	4.00	A	4.20	A	4.10	A
4. The evaluation had a very clear purpose as to what to be evaluated among the learner.	4.00	A	4.40	A	4.20	A
Composite Mean	4.25	A	4.48	A	4.36	A

As shown in the table, the evaluation is congruent to the objectives and topics (WM=4.50) and the evaluation really assesses learning gained (WM=4.65) are both rated as very acceptable. While the evaluation is enough for each topic (WM=4.10) and the evaluation had a very clear purpose as to what to be evaluated among the learner (WM=4.20) which rated as acceptable.

Generally, the proposed instructional materials in Filipino Rhetoric as to evaluation rated with a composite mean value of 4.36, which assessed by the respondents as acceptable.

Table 7  
*Summary on the Acceptability of the Instructional Materials in Filipino Rhetoric*

Variables	Experts		Filipino Teachers		Overall Mean	
	WM	VI	WM	VI	WM	VI
1. Objectives	3.64	A	4.64	VA	4.60	VA
2. Content	4.32	A	4.40	A	4.36	A
3. Language and Style	4.56	VA	4.44	A	4.50	VA
4. Organization	4.20	A	4.35	A	4.28	A
5. Application	4.20	A	4.10	A	4.15	A
6. Evaluation	4.25	A	4.48	A	4.36	A
Overall Weighted Mean	4.20	A	4.40	A	4.38	A

As revealed in the table, four (4) out of six (6) variables are rated as acceptable. These are: content (WM=4.36); organization (WM=4.28); application (WM=4.15); and evaluation (WM=4.36). While the two variables are rated as very acceptable, these are objectives (WM=4.60) and language and style (WM=4.50).

The proposed instructional materials in Filipino Rhetoric rated as acceptable with an overall mean value of 4.38.

## 2. Is there significant difference in the assessment of the respondents on aforementioned variables?

**Table 8**

Summary on the Significance Difference in the Assessment of the Acceptability of the Instructional Materials in Filipino Rhetoric

Baryabol	Filipino Experts		Filipino Teachers		t-value	Inter.	Decision
	WM	SD	WM	SD			
1. Objectives	3.64	.312	4.64	.058	1.08	Accept	No
2. Content	4.32	.014	4.40	0	0.57	Ho	Significant Difference
3 Language & Style	4.56	.1296	4.44	1.6	0.05		
4. Organization	4.20	0	4.35	2.5	0.2		
5. Application	4.20	0	4.10	.09	0.31		
6. Evaluation	4.25	2.5	4.48	6.4	0.27		

Legend:

@ = 0.05 Level of significance

Critical value = 2.160

df = 13

Table 8 signifies that there is no significant difference on the assessment of the acceptability of the respondents to the instructional materials in Filipino rhetoric as to objectives, content, language and style, organization, application and evaluation with a computed t-value of 1.08, 0.57, 0.05, 0.02, 0.31 and 0.27 respectively.

### 3. How the students perform in the pre-test and post-test after using the instructional materials in Filipino Rhetoric?

**Table 9**

*Pre-test and Post-test After Using the Instructional Material in Filipino Rhetoric*

Group	No. of Students	Pre-test		Verbal Inter.	Post-test		Verbal Interpretation
		Mean	MPS		Mean	MPS	
Experimental Group	60	20.08	70.08	Moving Towards Mastery	42.48	92.48	Closely Approximating Mastery
Control Group	60	19.33	69.33	Moving Towards Mastery	37.73	87.73	Closely Approximating Mastery

MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 - 4%	Absolutely No Mastery

It is noted that the mean scores of the students in experimental group had increased from 20.08 to 42.48 obtained a high performance from 70.08 or moving towards mastery to

92.48 interpreted as closely approximating mastery with a higher performance level in post-test than the pre-test.

On the other hand, the mean scores of the students in control group had increased from 19.33 to 37.73 obtained a high performance from 69.33 or moving towards mastery to 87.73 interpreted as closely approximating mastery with a higher performance level in post-test than the pre-test.

It can be deduced that the use of instructional material in Filipino Rhetoric had positive effect on the learning of the students.

### Conclusions

In the light of the findings of the study, the conclusions were drawn:

1. There's a need of instructional materials in Filipino Rhetoric to improve the performance of the students.
2. An instructional materials in Filipino Rhetoric was to develop to enhance and improve the language skills of the student's performance.
3. The experts and Filipino teachers assessed the instructional materials as acceptable on the objectives, content, language and style, organization, application and evaluation.
4. The student performed better after the utilization of the instructional materials.
5. There was significant difference in the result of the pre-test and the post-test of the students subjected to instructional materials in Filipino Rhetoric.

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