



# LITERARY COMPETENCE OF SENIOR HIGH SCHOOL HUMMS STUDENTS: GROUND FOR DEVELOPMENT AND VALIDATION OF AN ENHANCEMENT MODULE

Guillero, Clint B.  
Completed 2021



E - Saliksik  
Department of Education  
Research Portal  
e-saliksik.deped.gov.ph

*E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research is funded by the Basic Education Research Fund.*



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION

---

**LITERARY COMPETENCE OF SENIOR HIGH SCHOOL HUMSS  
STUDENTS: GROUND FOR DEVELOPMENT AND VALIDATION OF AN  
ENHANCEMENT MODULE**

**An Action Research**  
funded through  
**BASIC EDUCATION RESEARCH FUND (BERF) 2021**  
presented to the  
Policy, Planning, and Research Division  
Department of Education – SOCCSKSARGEN  
Regional Center, Brgy. Carpenter Hill,  
City of Koronadal

**Clint B. Guillero**  
Teacher III  
Koronadal National Comprehensive High School  
Koronadal City Division

## TABLE OF CONTENTS

	Page
<b>I. Abstract-----</b>	<b>1</b>
<b>II. Acknowledgment-----</b>	<b>2</b>
<b>III. Context and Rationale-----</b>	<b>3</b>
<b>IV. Review of Related Literature-----</b>	<b>4</b>
<b>V. Action Research Questions-----</b>	<b>7</b>
<b>VI. Scope and Limitation-----</b>	<b>8</b>
<b>VII. Action Research Methods-----</b>	<b>9</b>
<b>VIII. Discussion of Results and Reflection-----</b>	<b>12</b>
<b>IX. Conclusion-----</b>	<b>17</b>
<b>X. Recommendation-----</b>	<b>18</b>
<b>XI. Action Plan-----</b>	<b>19</b>
<b>XII. References-----</b>	<b>21</b>
<b>XIII. Appendices-----</b>	<b>23</b>

## **I. Abstract**

Students' ability to comprehend inferentially on texts with figurative languages were mostly affected by their weak foundation of literary competence focusing majorly on figures of speech. This study determined the level of literary competence of 248 Grade 11 Humanities and Social Sciences (HUMSS) students of Koronadal National Comprehensive High School. All the 5 sections for online classes were used as the respondents of the study. The researcher utilized the descriptive method to carefully analyze all the data needed. The respondents were given 45-item assessment test to measure their level of literary competence comprising the following areas: Tropes (*Reference to One Thing as Another, Wordplay and Puns, Substitutions, Overstatement/Understatement, Semantic Inversions*) and Schemes (*Structures of Balance, Changes in Word Order, Omission, Repetition*). The result showed that Grade 11 HUMSS students have very satisfactory level of literary competence under the category of *overstatement/understatement* and satisfactory level under *Substitution*. On the contrary, other categories of figurative languages landed under unsatisfactory level: *Reference to One Thing as Another, Wordplay and puns, Semantic Inversions, Structures of Balance, Changes in Word Order, Omission, and Repetition*. The identified least-learned competencies (unsatisfactory level) were used by the researcher as bases in crafting an instructional module that could help develop these areas. After a thorough evaluation, the module was identified to be an excellent material for learning in terms of objectives, content, format and language, usefulness, and presentation. Thus, it was recommended to use the said module to enhance learners' literary competence and develop better inferential comprehension skills.

## **II. Acknowledgment**

The success of this study would have not been possible without the unwavering supervision and support of various individuals who have shared their valuable commitment to assist me in the preparation and completion of this action research.

To our almighty Father, who would continuously guide me in every path I take. His gift of wisdom and strength has always been my fuel to drive forward in this endeavor;

Dr. Carlito D. Rocafort CESO V, together with our research committee in the region, for checking and approving the research proposal and for allowing this study be conducted in my locality;

Crispin A. Soliven Jr., CESE, Schools Division Superintendent of the City Division of Koronadal for allowing me to conduct the action research.

Valentin C. Dignadice Jr., Chona L. Bernabe, and Giovanni R. Estaris, the principal and asst. principals of Koronadal National Comprehensive High School (KNCHS), for their unfaltering support for my data gathering procedure until the completion of this study;

Charmaine Rose T. Estandarte, KNCHS-SHS research coordinator, for guiding me unceasingly in carefully conducting the research.

Florida D. Sajor, Mary Ann C. Laraya, Jayron D. Bermejo, Jepte C. Dagum, and my friends, for their untiring assistance and support to successfully accomplish this study; and

To everyone who had been part of this significant voyage in research, my genuine and heartfelt gratitude.

***Clint B. Guillero***

Researcher

### **III. Context and Rationale**

The study of literature plays a significant role in students' journey towards globalization. It encourages learners to think deeply critical not only on the stories they read and but also on necessary queries about our existence as humans and how are we all connected to each other (singteach, 2014). Moreover, many consider literature as a reflection of our society and most significantly a corrective mirror where we can look upon and discover opportunities for positive change. However, some learners find it hard to enjoy some of these benefits of literature as they would experience difficulty in comprehending implicitly on literary texts (KorkMaz, 2014).

Teaching 21st Century Literature from the Philippines and the World may have few competencies to teach but sadly are quite difficult to learn by some learners. According to OECD (2019) PISA 2018, an international data, presented that Philippines scored 353 in Math, 357 in Science, and 340 in Reading which are all below average of participating the Organization for Economic Cooperation and Development (OECD).

In the national level, DepEd Order No. 5, S. 2019 also known as the Administration of the Basic Education Assessment for S.Y 2018-2019 revealed that Grade 12 students from KNCHS in terms of language and communication scored below average score. This area is comprised of 21st century learning skills, and the SHS learning areas like Language, Communication, and Humanities where 21<sup>st</sup> Century Literature from the Philippines and from the World is one of the core subjects.

One of the notable difficulties of learners in literature classes is when they encounter hard-to-interpret passages with literary devices Shakfa (2012). This factor affects why learners find trouble in comprehending fictional texts included in their examination and performances.

Studying literature is significantly requisite for students, particularly even after they finish high school where they can be acquainted on meaningful context of a reading material done in descriptive or figurative contents (Van, 2009). Isolating the study of literature from language teaching suggests a decrease on the opportunity to educate a person holistically (Hapsari, 2016). This pertains to the notion of how literature enhances learners' ability to reason out and comprehend critically through the use of language incorporating grammar, punctuation, etc. Hence, it is impossible to separate

teaching language or literacy from the study of literature (Matthew, 2011). He further discussed that literature functions a vital part in assisting, maintaining, and developing the literacy and language competence of students. Moreover, he believed that through our macro skills (talking, listening, reading, writing and viewing), students can learn language that is important and meaningful for their current and future social interactions. Thus, building students' literary competence in the Senior High School holds a significant part in character building at the same time linguistically develop learners' ability to comprehend to texts.

#### **IV. Review of Related Literature**

##### **The Meaning of Literature and Its Impact to Humanity**

Merriam Webster Dictionary (n.d) defined literature as pieces of writing which has excellence of form or expression and ideas of permanent or universal interest. Similarly, Cambridge Dictionary (n.d) defined literature as a written artistic works, especially materials with high and lasting artistic value such as classical and modern literature.

The meaning of literature continuously grows along with the change of time. Hence, a variety of definition can be drawn from different authors and references. Matthew (2011) described the status of literature in the modern world as tremendously diverse and wide according to its range in areas which establish the preparation of learners to be ready for future social interactions. Further, he firmly believed that language or literacy learning should be paired up with literature in educating students.

Classen (2016) even added that literature promotes people's opportunity to live their religious and political inspiration where they can be exposed on engagement, reform and idea of revolution. He also believed that literature has a great influence on the formation of the society we live today. Humanities scholars have continuously uncovered the world's history and mysteries through interpreting texts preserved from the past. This process according to him was intensified by the efforts of geologists specifically on interpreting various meanings of stories and poems of the past generation to better explain the link between our history and the future we are about to discover.

## **Studying Literature in the 21<sup>st</sup> Century**

Literature in the 21<sup>st</sup> century had evolved in new forms and categories. Garcia (2013) stressed out that learners' access to literature today is more convenient than before. Students of literature have easy access to a plenty of source of reading materials spanning as far as the ancients. Contrarily, he also highlighted that though kids of today may get all the information they need at their fingertips, they still have to discern what and which text is correct, reliable, meaningful and well-constructed.

Consequently, Bernstein (2013) also believed that teaching literature in the 21<sup>st</sup> century have become more challenging in terms of instruction delivery. She explained that teachers of 21<sup>st</sup> century literature must consider several critical issues as they make choices concerning course readings, content, themes, and activities. She observed that there was already a reduction in number of printed materials and published books in the market today. This was brought about by the emergence of visual, and multi-media texts, e-books, and self-publishing. She even added that for today's literature, classroom mirrors the kind of material these students read outside the school. Hence, teachers must include film, graphic novels, online multimedia, and social media sites in the study of a text.

## **Incorporating Literature in Language Teaching**

Clandfield & Duncan's (in Arafa, 2018) idea discussed the integration of the use of Literature as non-conventional technique for teaching English. He acknowledged Literature as a reliable material which promotes interaction. This is possible because the literary texts are often filled with multiple layers of meaning which can be considered a very good stimuli for discussions, debate, and opening up of emotions and feelings.

Nance et al. (2010) proved that literature has numerous benefits for those students learning English as a Secondary Language (ESL). This notion is supported by Wiekak (2014) who explained that there is a significant relationship between figurative language recognition and reading comprehension. She added that the reception of literature and communication in the classroom is hampered when there is a difficulty in recognizing figurative language. Thus, language teaching and the study of literature are



two very important components of the reading comprehension curriculum. In addition, she concluded that figurative language competence can be associated with reading ability.

Based on the result of her study, she found out that students with low-level reading comprehension skills recorded scores which were significantly lower than those students who were under average comprehension level in connection with recognizing figurative utterances. On her observations, these students with poor reading comprehension skills used literal inferences on figurative expressions. Thus, they were considered less capable of understanding figurative utterances. Furthermore, it was suggested that students must be assisted in identifying figurative sentences or phrases from the text they would be reading. Hence, students must also be acquainted of the universal meaning of symbols and metaphors which will help them in looking for a wide range of meanings found within the text.

Wiejak's notion (2014) shared the same contention of teaching figurative language interpretation instruction as a skill in reading which is very vital in text comprehension. Similarly, Batainah (2014) had the same idea that literature can be helpful to English as a Foreign Language (EFL) students in language learning. His findings brought him to recommend teachers, curriculum developers, and course designers to incorporate "literature-centered" language activities in language teaching.

### **Teaching through Modular Approach**

Naval (2014) believed that learning through modular approach is becoming familiar in the field of education. This is because the principle of individual differences is concretely applied in the instruction. He affirmed that student can continue learning at a pacing suited to their ability and time management. Naval has proven, through her study, that the use of a developed instructional material can be predicated with greater learning achievement. Relatedly, Almario (2002) found out that through her developed instructional material, students have obtained higher post-test scores from their pre-test. Thus, she concluded that teaching with modules is effective. She stressed out that the content, organization of topics, mechanics and language used, appropriateness of presentation, as well as the illustrations and pedagogical

approaches in the development of instructional materials contributed on the efficiency of the module and learners' learning achievement.

### **Innovation, Intervention, and strategy**

This study crafted a teacher-made instructional material, through a module, to contextually aid learners' difficulty in one of the least-learned competencies of Grade 11 HUMSS students in 21<sup>st</sup> Century Literature from the Philippines and the World. This module was designed to assist and enhance learners' literary competence to promote better literary comprehension in the study of literature through mastering the least-learned figures of speech under tropes and schemes. These tropes can be categorized according to: Reference to One Thing as Another; Wordplay and Puns; Substitutions; Overstatement/Understatement; and Semantic Inversions. Schemes on the other hand can be grouped as: Structures of Balance; Changes in Word Order; Omission; and Repetition (Burton (n.d.). Consequently, this module can provide teachers an effective way to better scaffold learners in inferentially understand texts, both by prose and poetry. In the same manner, learners can be helped systematically by gradually distinguishing the types, meaning/nature of the figurative languages.

### **V. Action Research Questions**

This study aimed to determine the literary competence level of Grade 11 HUMSS students of Koronadal National Comprehensive High School-Senior High School department.

Specifically, this study sought to answer the following:

- 1) What is the level of students' literary competence under G11 HUMSS in 21<sup>st</sup> Century Literature from the Philippines and the World in terms of figures of speech:

#### **1.1 Tropes**

- 1.1.1 Reference to One Thing as Another;
- 1.1.2 Wordplay and Puns;
- 1.1.3 Substitutions;
- 1.1.4 Overstatement/Understatement; and
- 1.1.5 Semantic Inversions?

## 1.2 Schemes

- 1.2.1 Structures of Balance;
- 1.2.2 Changes in word order;
- 1.2.3 Omission; and
- 1.2.4 Repetition?

2) What module should be made to improve learners' literary competence?

3) What is the level of acceptability of the module as evaluated by the content validators in terms of:

- 3.1 Objectives;
- 3.2 Content;
- 3.3 Format and Language;
- 3.4 Usefulness; and
- 3.5 Presentation?

## **VI. Scope and Limitation**

This study focused on the students' literary competence level covering the classification of figurative languages. The coverage of these figures of speech included tropes (Reference to One Thing as Another, Wordplay and puns, Substitutions, Overstatement/Understatement, Semantic Inversions) and schemes (Structures of Balance, Changes in word order, Omission, Repetition). The subjects of the study were the Grade 11 HUMSS students of Koronadal National Comprehensive High School, a public secondary school, from the City Schools Division of Koronadal.

The study was limited on the identification of the students' literary competence using the validated researcher-made test. The result was measured through mean percentage score and was dealt as a basis on the development and evaluation of a learning module.

The study was also focused on the development and validation of the module by content validators. The module was assessed in terms of objectives, content, format and language, usefulness, and presentation.

## **VII. Action Research and Methods**

### **A. Respondents**

The respondents of the study were the Grade 11 HUMSS students (online) of KNCHS-Senior High School Department. These classes were four out of the nine sections under HUMSS. These classes were chosen for the following reasons: (a) only online classes have the full access to the internet; (b) the instrument (teacher-made test) can only be accessed through Google sheet; (c) immediate and objective responses can be recorded easily.

### **B. Sampling**

This study utilized stratified sampling. This study used all the four out of the 9 total sections of Grade 11 HUMSS as respondents. The researcher chose HUMSS students because 21<sup>st</sup> Century Literature from the Philippines and the World is a pre-requisite subject for Creative Writing subject in Grade 12. Further, HUMSS students are expected to be future teachers, psychologists, politicians, journalists, and criminologists. Hence, their job description shall require social interactions which might require implicit understanding and inferential analysis.

### **C. Research Instrument**

The researcher's validated assessment test was used to identify the students' level of literary competencies under Grade 11 HUMSS. Moreover, it was also used to determine the least-learned areas/aspects where students have to develop through a module. This test covered figures of speech with Reference to One Thing as Another, Wordplay and Puns, Substitutions, Overstatement/Understatement, Semantic Inversions, Structures of Balance, Changes in word order, Omission, Repetition.

#### **RATING SCALE AND DESCRIPTION FOR STUDENTS' LITERARY COMPETENCE**

<b>Range</b>	<b>Adjectival Rating</b>	<b>Interpretation</b>
4.500-5.000	Outstanding	<ul style="list-style-type: none"><li>• Learners' mastery on the nature and use of figures of speech is excellent.</li><li>• Learners display very minimal errors in inferentially comprehending on figurative languages</li></ul>

		<ul style="list-style-type: none"> <li>Enhancement module may not be needed</li> </ul>
3.500-4.499	Very satisfactory	<ul style="list-style-type: none"> <li>Learners' mastery on the nature and use of figures of speech is above average.</li> <li>Learners display few observable errors in inferentially comprehending on figurative languages</li> <li>Enhancement module may not be needed</li> </ul>
2.500-3.499	Satisfactory	<ul style="list-style-type: none"> <li>Learners' mastery on the nature and use of figures of speech is on the average level.</li> <li>Learners display few noticeable errors in inferentially comprehending on figurative languages.</li> <li>Enhancement module may not be needed</li> </ul>
1.500-2.499	Unsatisfactory	<ul style="list-style-type: none"> <li>Learners' mastery on the nature and use of figures of speech is below average.</li> <li>Learners display difficulty in inferentially comprehending on figurative languages</li> <li>Rigid intervention is needed</li> </ul>
below 1.499	Poor	<ul style="list-style-type: none"> <li>Learners' mastery on the nature and use of figures of speech is deficient.</li> <li>Learners display insufficiency in inferentially comprehending on figurative languages</li> <li>Rigid intervention is needed</li> </ul>

**RATING SCALE AND DESCRIPTION FOR THE EVALUATION AND  
VALIDATION OF THE MODULE**

Scale	Mean Interpretation	Descriptive Rating
5	4.20-5.00	Excellent
4	3.40-4.19	Very Good
3	2.60-3.39	Good
2	1.80-2.59	Fair
1	1.00-1.79	Poor

Criteria	Rating				
<b>1. Content</b> <i>Indicators: The vocabulary level, language, and conceptual level of the texts suit to the participants with</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<i>or without the assistance of the teacher.</i>					
<b>2. Presentation/ Organization of Items</b> <i>Indicators: The items are presented and organized in a logical manner.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>3. Mechanics</b> <i>Indicators: The texts display correct punctuation, spelling, and capitalization.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>4. Suitability of Items</b> <i>Indicators: The items provided are parallel to the goal of the study, which measures the Literary Competence of Senior High School HUMSS Students: Ground for Development and Validation of an Enhancement Module focusing on tropes and schemes. The questions are designed to determine the aspects that are supposed to be measured.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>5. Readability</b> <i>Indicators: The texts are likely to be understood by intended readers.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>6. Objectivity</b> <i>Indicators: Each item requires only one specific answer and every part measure what it intends to assess. No aspect of the questionnaire suggests bias on the part of the researcher.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

*Adapted and modified from the study of Lipura (2019) entitled Error Analysis and Spelling Intervention for English Notable Application.*

#### **D. Ethical Issues**

The respondents were carefully handled on the conduct of the study. All data were gathered with confidentiality to avoid score comparisons and discriminations. All the respondents were oriented properly to make sure that no tension, biases, and unwanted emotional impacts shall take place on the process of testing. The crafting of the learning module adhered to fairness and sensitivity of the content with respect to gender, race, religion, ability, economic situation, and cultural norms.

#### **E. Statistical Treatment**

Using the mean and percentage, students' level of literary competence was determined with verbal descriptions to specifically categorize their

capacity to use and understand figurative languages. This study also provided benchmarks in carefully determining the level of learners' literary competence. In securing the quality and validity of the learning module, the material underwent quality assurance in terms of objectives, content, format and language, usefulness, and presentation. Mean and percentage were used along with their verbal descriptions to validly assess the quality and level of acceptability of the module.

#### **F. Data Gathering Procedure**

The researcher initially asked permission from the office of the school's assistant principal for academics to conduct the study. The crafting of the assessment test to measure students' level of literary competence was done after the approval of the said plea. The research instruments were then validated and used to measure students' literary competence. Then, all the gathered results were carefully analyzed and interpreted. An instructional module was crafted to aid students' difficulty on inferentially comprehending on figurative texts.

### **VIII. Discussion of Results and Reflection**

**Table1. Literary Competence Level of Grade 11 HUMSS Students**

<b>Categories</b>	<b>Mean Rating</b>	<b>Verbal Description</b>
<i>Tropes</i>		
Reference to One Thing as Another	2.399	Unsatisfactory
Wordplay and puns	2.052	Unsatisfactory
Substitution	2.786	<i>Satisfactory</i>
Overstatement/understatement	3.641	<i>Very Satisfactory</i>
Semantic Inversions	2.077	Unsatisfactory
<i>Schemes</i>		
Structures of Balance	2.375	Unsatisfactory
Changes in Word Order	1.714	Unsatisfactory
Omission	1.79	Unsatisfactory
Repetition	1.665	Unsatisfactory

Table 1 shows that students have very satisfactory level of literary competence under the category of *overstatement/understatement* (M=3.641) and satisfactory level under *Substitution* (M=2.786). On the contrary, other categories of figurative languages landed under unsatisfactory level: *Reference to One Thing as Another* (M=2.399); *Wordplay and puns* (M=2.052); *Semantic*

*Inversions* (M=2.077); *Structures of Balance* (M=2.375); *Changes in Word Order* (M=1.714); *Omission* (M=1.79); and *Repetition* (M=1.665)

The above result suggested that Grade 11 HUMSS students had poor/unsatisfactory level of literary competence in most of the categories of figures of speech. Hence, students' difficulty in inferentially comprehending on figurative texts must be remediated with an appropriate learning intervention for them to better perform in 21<sup>st</sup> Century Literature from the Philippines and from the World while in Grade 11 and to prepare for related subjects such as Creative Writing and Creative Non-fiction in Grade 12.

### **Evaluation of the Module's Level of Acceptability**

**Table 2. Mean and Standard Deviation on the Level of Acceptability of the Module in Terms of Objectives.**

<b>Indicators</b>	<b>Mean Ratings</b>	<b>Verbal Description</b>
1. The objectives are clearly stated in behavioral form.	4.67	Excellent
2. The objectives are well-planned, formulated, and organized.	4.67	Excellent
3. The objectives stated are specific, measurable, and attainable.	4.67	Excellent
4. The objectives are relevant to the topics of each lesson of the module	5.00	Excellent
5. The objectives take into account the needs of the students	5.00	Excellent
<b>Mean</b>	<b>4.800</b>	<b>Excellent</b>

The level of acceptability of the module in terms of objectives is described as excellent (M=4.800). It is thus evident that all the indicated aims of the module are very acceptable according to the experts' evaluation. The individual mean ratings inferentially show that the module has objectives which are: stated clearly in behavioral mode; formulated and organized well; presented in specific, measurable, and attainable; relevant to each lesson; and formed according to the needs of the learners.

The above result conceded with the study conducted by Sarwar et al. (2017). They have proven that an effective module depends on how its objectives were clearly presented, prospectively achievable, comprehensively relevant to the lesson, and addressing to the needs of students. Hence, in



order for the students to be guided in the learning process, the module must have well-crafted objectives.

**Table 3. Mean and Standard Deviation on the Level of Acceptability of the Module in Terms of Content**

<b>Indicators</b>	<b>Mean Ratings</b>	<b>Description</b>
1. The content of each lesson is directly relevant to the defined objectives.	5	Excellent
2. The content of each lesson is simple and easy to understand.	5	Excellent
3. The topics of each lesson are fully discussed.	5	Excellent
4. The topics are supported by illustrative examples, and the practice tasks are suited to the level of the students.	5	Excellent
5. Each topic is given equal emphasis in the lesson.	5	Excellent
<b>Mean</b>	<b>5</b>	<b>Excellent</b>

The level of acceptability of the module's content in general is described as excellent. (M=5.00). As a result, it is thus discernible that the indicated targets of the module are very acceptable according to the experts' assessment. It can be interpreted that the module has lessons which are: directly relevant to the objectives; simple and easy to understand; substantially and equally discussed; and loaded with illustrative examples as well as practice tasks that are appropriate to the students' level.

The results adhered to the study of Emotin-Bucjan (2011) which emphasized that an effective module must have high quality content. Specifically, for the students to work independently and creatively, the learning activities and practices of the module must possess variety. Furthermore, the module's contents must contain interesting and challenging activities to stimulate students' ability to comprehend.

**Table 4. Mean and Standard Deviation on the Level of Acceptability of the Module in Terms of Format and Language**

<b>Indicators</b>	<b>Mean Ratings</b>	<b>Description</b>
1. The format/layout is well-organized, which makes the lessons more interesting.	4.33	Excellent

2. The language used is easy to understand.	5.00	Excellent
3. The language used is clear, concise, and motivating.	4.33	Excellent
4. The examples used were carefully explained.	5.00	Excellent
5. The instructions in the modules are concise and easy to follow.	4.67	Excellent
<b>Mean</b>	4.67	<b>Excellent</b>

The level of acceptability of the module's format and language as a whole is described as excellent ( $M=4.67$ ). Evidently, the indicated aims of the module are very acceptable according to the experts' evaluation. Based on the individual mean ratings, it suggests that the module has: well-organized format; easy to understand language; clear, concise and motivating usage of language; and easy to follow as well as motivating instructions.

The data agreed with the findings collected by Emotin-Bucjan (2011) focusing on the module's language and format. Her study explained that the module's quality in terms of format can be rooted on how the module developer organized and arranged its content.

**Table 5. Mean and Standard Deviation on the Level of Acceptability of the Module in Terms of Presentation**

<b>Indicators</b>	<b>Mean Ratings</b>	<b>Description</b>
1. The topics are presented in a logical and sequential order.	5.00	Excellent
2. The lessons of the modules are presented in a unique and original form.	4.67	Excellent
3. The learning activities are presented clearly.	5.00	Excellent
4. The presentation of each lesson is attractive and interesting to the students.	4.67	Excellent
5. Adequate examples are given.	5.00	Excellent
<b>Mean</b>	4.87	<b>Excellent</b>

The level of acceptability of the module in terms of presentation is generally described as excellent ( $M=4.87$ ). Implicitly, the specified goals of the module are very acceptable according to the experts' evaluation. The individual mean ratings reveal that the instructional material presented topics in a logical and sequential order with unique and original form. It also has

examples that are clear and sufficient lessons which make the module more attractive and interesting for the students.

The recorded results complemented with the data interpreted by De la Torre (2018) where he proved that significant learning experience takes place when the module has relatable, interesting, contextualized lessons as well as activities for students.

**Table 6. Mean and Standard Deviation on Level of Acceptability of the Module in Terms of Usefulness**

<b>Indicators</b>	<b>Mean Ratings</b>	<b>Description</b>
1. The enhancement module will motivate the students to study literature.	5	Excellent
2. The enhancement module will help the students master the topics at their own pace.	5	Excellent
3. The enhancement module will allow the students to use their time more efficiently.	5	Excellent
4. The enhancement module will develop the analytical thinking and reasoning skills of students in analysing texts they read.	5	Excellent
5. The enhancement module will serve as a supplementary material that can cater to the needs of the students.	5	Excellent
<b>Mean</b>	<b>5</b>	<b>Excellent</b>

The level of acceptability of the module's usefulness as a whole is described as (M=5.00). Thus, it is probable that the stated targets of the module are considered to be very acceptable according to the expert's evaluation. The individual mean ratings clearly show that the module is very useful for the following reasons: it motivates and help students to study literature at their own pace; it develops learners' capability to utilize their time efficiently, and improve their analytical thinking as well as reasoning skills in analyzing the texts they read as supplementary materials.

The results offered the similar findings with the study conducted by Emotin-Bucjan (2011) as she subjected her module for a level of acceptability assessment in terms of usefulness. She concluded that an effective module must have varied activities which can stir learners' curiosity and

understanding. She added that if an instructional material answers the needs of the students, this module can be considered very useful in teaching.

**Table 7. Experts' Validation Acceptability of the Module.**

<b>Indicators</b>	<b>Means</b>	<b>Description</b>
1. Objectives	4.80	Excellent
2. Content	5	Excellent
3. Format and Language	4.67	Excellent
4. Presentation	4.87	Excellent
5. Usefulness	5.00	Excellent
<b>Overall mean</b>	<b>4.868</b>	<b>Excellent</b>

Generally, the module's level of acceptability in all indicators is described as excellent (M=4.87). Hence, it is supposed that the module's level of acceptability as an instructional material is very acceptable based on the experts' evaluation. Torre Franca (2017) recommends that a module must have an excellent level of acceptability in terms of objectives, content, format and language, presentation, and usefulness to be qualified as an effective instructional material in teaching.

The results yielded the same findings with the study conducted by Guido (2014) which argued that a well-made instructional module is an effective tool in teaching. It can help stimulate learners' critical thinking and ability to easily understand concepts. Further, Guido firmly believed that a module can be considered as one of the best means of transferring learning where a teacher can provide directions in his/her students' daily search for new concept understanding and verifications.

## **IX. Conclusion**

Based on the findings of the study, the researcher came up with number of conclusions to concretize tested ideas:

Comparatively, the mean rating scores of the respondents in all categories of figures of speech arrived at different ranges. Out of the 5 classifications of figures of speech under tropes, only 2 (Substitution and Overstatement/Understatement) were able to get satisfactory and very satisfactory level while the remaining 3 (Reference to One thing as

Another, Wordplay and Puns, and Semantic Inversion) had unsatisfactory level. In terms of schemes, all of its subcategories (Structures of Balance, Changes in Word Order, Omission, and Repetition) obtained mean rating scores with unsatisfactory level. Hence, Grade 11 HUMSS students were identified to have difficulty in implicitly comprehending in literary texts with figurative languages.

After identifying students' least-learned competencies, an instructional material has to be designed to carefully assist students in developing their ability on these areas. A teacher-made module, divided into 7 units, was crafted to systematically guide students in mastering the categories figures of speech under unsatisfactory level. The module's parts (Lesson Title, Learning Targets, Enrichment Exercises, Learning Content, Things to Ponder, Quick Recap, Learning Check) were crafted to progressively assist students in acquiring necessary skills to master the said least-learned areas.

After a thorough evaluation and validation of the content experts, the level of acceptability of the module was identified as 'excellent'. Hence, out of five indicators (Objectives, Content, Format and Language, Presentation, and Usefulness), the said module passed the content and face validity of the material as an instructional tool in enhancing the literary competence of Grade 11 HUMSS students of KNCHS focusing majorly on figurative languages.

## **X. Recommendation**

Based on the drawn conclusions, it is recommended that:

1. Since the module generally has reached the excellent level of acceptability according to content experts' evaluation, the researcher must put the module into an experimentation.
2. Students who will undergo the experimentation must take the pre-test and post-test for the researcher to see the effectiveness of the module as an instructional material to develop students' literary competence; and
3. After the experimentation, the module can be replicated by the school to be used by other tracks as an instructional material as they take the 21<sup>st</sup>

Century Literature from the Philippines and the World, one of the core subjects in Senior High School.

#### **XI. Action Plan**

<b>STAGES</b>	<b>PERSONS INVOLVED</b>	<b>TIME FRAME</b>	<b>RESOURCES NEEDED</b>	<b>SUCCESS INDICATORS</b>
<b>I. Conference with the School Principal, Assistant School Principal for Academics, Subject Group Head in HUMSS-Languages to discuss the result of the study</b>	Researcher Principal Asst. SHS Principal for Academics Subject Group Head (HUMSS-Languages)	July 2022	Bond paper DLP Laptop Amount Needed: ₱ 700.00	Approved letter of permission to conduct the study
<b>II. Meeting with teachers handling 21<sup>st</sup> Century Literature from the Philippines &amp; the World and Creative Writing</b>	Group Head (HUMSS-Languages)  Language Teachers	August 2022	Bond paper DLP Laptop Amount Needed: ₱ 2,000.00	Disseminated background/result of the initial study and its purpose
<b>III. Experimentation on the effectiveness of the module as an instructional material which shall help develop students' literary competence</b>	Language Teachers  Students	October 2022	Bond paper Replicated modules for the subject of the study.  Amount Needed: ₱ 5,000.00	Reproduced copies of the module for experimentation

Prepared by:

**CLINT B. GUILLERO**  
Researcher

Noted:

**FLORIDA D. SAJOR, MT-II**  
Subject Group Head -HUMSS

**CHONA L. BERNABE**  
Asst. SHS Principal for Academics

**GIOVANNI R. ESTARIS**  
Asst. SHS Principal for Operations and Learner Support

Approved:

**VALENTIN C. DIGNADICE JR., P-IV**  
Principal

## **XII. References**

- ALMARIO, R. (2002).** The Validation of Manual on Selected Topics in Elementary Mathematics v (Doctoral dissertation) .Eulogio “Amang “Rodriguez Institute of Science and Technology, Manila.
- ARAFAH, B. (2018).** Incorporating the Use of Literature as an Innovative Technique for Teaching English. *KnE Social Sciences*, pp. 24–36. Retrieved from <https://knepublishing.com/index.php/Kne-Social/article/view/1914>
- BATAINAH A. (2014).** The Effect of Teaching Literature on EFL Students’ Pragmatic Competence. *International Knowledge Sharing Platform*. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/10728>
- BERNSTEIN, LISA. (2013).** 10. Teaching World Literature for the 21st Century: Online Resources and Interactive Approaches. *Collected Essays on Learning and Teaching*. 6. 54. 10.22329/celt.v6i0.3769.
- BURTON, G. (n.d.)** Figures of Speech. *Silva Rhetoricae*. Brigham Young University. Retrieved from <http://rhetoric.byu.edu/Figures/Schemes%20and%20Tropes.htm>
- CLASSEN, A. (2016).** The Meaning of Literature and Literature as Meaning—A Productive Challenge of Modern Times from the Middle Ages. *MDPI AG*. Vol.5, Iss.2
- DE LA TORRE, L. (2018).** Using ADDIE Instructional Model Design in the Creation of Learning Module on Purposive Communication Course. *International Journal of Engineering Research and Reviews* ISSN 2348-697X (Online) Vol. 6, Issue 3, pp: (28-37). Retrieved from [www.researchpublish.com](http://www.researchpublish.com)
- DEPED ORDER NO. 5 S. 2019.** Administration of the Basic Education Exit Assessment for School Year 2018-2019. Retrieved from <https://www.deped.gov.ph/2019/02/12/deped-to-conduct-basic-education-exit-assessment-for-sy-2018-2019/>
- EMOTIN-BUCJAN, M. D. (2011).** Development and Validation of Modules in English 2: Writing in the Discipline. *JPAIR Multidisciplinary Research Journal*, 6(1). Retrieved from <http://ejournals.ph/form/cite.php?id=7470>
- GARCIA, A (2013).** Literature in the 21st Century. Retrieved from [https://thecurrent.educatorinnovator.org/resource\\_section/literaturein-the-21st-century](https://thecurrent.educatorinnovator.org/resource_section/literaturein-the-21st-century)
- GUIDO, R. (2014).** Evaluation of a Modular Teaching Approach in Materials Science and Engineering. *American Journal of Educational Research*.



- HAPSARI, A. (2016).** LITERARY COMPETENCE FOR THE TEACHING OF LITERATURE IN SECOND LANGUAGE EDUCATIONAL CONTEXT. Journal of English and Education. Vol. 5. pp. 29-36.
- LIPURA, S. (2019).** Error Analysis and Spelling Intervention for English Notable Application.
- KORKMAZ, S. (2014).** Is Literature the Work of Art or One of the Sources of Language Teaching? Retrieved from [https://www.academia.edu/5465402/Is\\_literature\\_the\\_work\\_of\\_art\\_or\\_one\\_of\\_the\\_sources\\_of\\_language\\_teaching#:~:text=Literature%20is%20considered%20as%20a,Turkey%20a%20few%20years%20ago](https://www.academia.edu/5465402/Is_literature_the_work_of_art_or_one_of_the_sources_of_language_teaching#:~:text=Literature%20is%20considered%20as%20a,Turkey%20a%20few%20years%20ago).
- MATTHEW, L. (2011).** The Role of Literature in Language and Literacy Learning. Practical Literacy. Vol. 16, No. 3.
- MERRIAM-WEBSTER. (n.d.).** Literature. Merriam-Webster, Incorporated Retrieved from <https://www.merriam-webster.com/dictionary/literature>
- NAVAL, D. (2014).** Development and Validation of Tenth Grade Physics Modules Based on Selected Least Mastered Competencies. International Journal of Education and Research. Vol. 2.
- NANCE, K., GASPARO, J., AND LACORTE, M. (2010).** Teaching Literature in the Languages: Expanding the Literary Circle through Student Engagement.
- OECD (2019).** PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris. Retrieved from [https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_PHL.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_PHL.pdf)
- SARWAR, M., HUSSAIN, S., & SHAH, A. (2017).** Effectiveness of university teachers training modules. Journal of Educational Research, 20(1), 1-20. Retrieved from <https://search.proquest.com/docview/1924243468?accountid=33511>
- SINGTEACH (2014).** Citizens of the World. Issue no. 47., issn 2010-1031 Retrieved from <https://library.csp.edu/c.php?g=982644&p=7132581#:~:text=Source%20with%20No%20Author,an%20organizational%20or%20corporate%20author>.
- TORREFRANCA, E.C. (2017).** Development and Validation of Instructional Modules on Rational Expressions and Variations. The Normal Lights, 11.
- VAN, T. (2009).** The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom. English Teaching Forum, Vol. 47. pp. 2-9.
- WIEJAK, K. (2014).** Recognition of figurative language and reading ability in Polish school children. L1-Educational Studies in Language and Literature. 14. 1-14. 10.17239/L1ESLL-2014.01.12