# AMERICAN JOURNAL OF INTERDISCIPLINARY RESEARCH AND INNOVATION (AJIRI)

INDEXED IN

# Development and Contextualization of Multimedia-Based Worktext in Enhancing Oral Communication Skills in Senior High Schools

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**ABSTRACT**

The study centered in developing multimedia-based oral communication worktext for Grade 11 students in General Luna where contents were determined from students' needs analysis in terms of context, activities, lesson contents, and teaching strategies. It also covered the validation of the acceptability of the material in terms of contents, clarity and technicality, appeal to the target users together with the validation of its effect in speech presentation. The researchers employed qualitative-quantitative method, particularly, the descriptive-evaluative design and quasi-experimental design. This implored purposive sampling with the aid of triangulation method. Needs analysis showed that the presented contexts (3.51), activities (3.51), lesson contents (3.50), and teacher strategies (3.38) were very useful and important among the learners. Multimedia-Based Oral Communication Worktext was developed in three different formats and was strongly accepted in terms of contents (3.82), clarity and technicality (3.87), and appeal to target users (3.98) with overall rating of 3.89. The computed t-value (1.724) was higher than the tabular t-value (1.645) within 0.05 level of significance and 138 degree of freedom which validated the positive effect of the developed material in Grade 11 students' speech presentation. As part of continuous progress of Philippine Education and involvement of technology in the teaching-learning process, the research proved its uniqueness in integrating technology and worktext to a comprehensive, responsive, and learner-centered oral communication worktext through Microsoft PowerPoint and is recommended for utilization.

## INTRODUCTION

With the advent of globalization in this era, 21st century demands an intensive, and active language teaching. ELT as part of K-12 curriculum becomes prominent for their strong dynamism, continuous evolution, and development in along pace with technology and multifaceted nature of learners nowadays. However, with the inevitable demand of learning English comes the numerable reasons of fearing the language. Students do not like speaking in English class. As noted by Krashen (1987 in Okeke, 2011) and pointed by Salavaria (2014), speaking has been found to be the most anxiety-provoking form of communication that causes inattention and nonparticipation among students. The scenario is evident among the grade 11 students in San Isidro National High School which resulted to low MPS results, decrease in NAT performance, and inability to effectively communicate ideas across curricular undertakings and even dropping out from school. Indeed, the fear of talking in English greatly yet negatively influences students' performance.

Six out of ten English teachers of San Isidro National High School in General Luna, Quezon noted that language and communication ability of most of their students were convincingly low. The teachers traced the causes as related to lacking of vocabularies, fear of committing errors in speaking English, difficulty of arranging utterances, and lack of speaking experiences, and poor comprehension. Learners are found to be passive in most activities, they do not participate in oral discussions in the English class and its related courses merely because of the incomprehensible level of language of instruction and wide-ranging outlandish concepts in presenting content lessons together with the monotonous atmosphere of traditional learning materials and strategies.

The wretched scenario is even aggravated by an immediate curriculum shift to K-12 BEC but with the insufficiency of immediate reliable resource material and contextualized instructional devices in ELT, oral communication, and English related subjects from the government. Teachers then have to extend their time in surfing internet, downloading related documents, and videos to compensate with the gaps of the books for lesson preparation. The incapability of attending to one of the above-mentioned steps forms the risk of getting lost in lesson planning and the teaching-learning process becomes a big failure. These boundaries all contribute to low speaking skill and unsatisfying low performance in oral communication and other English related subjects which in the latter part will negatively affect the students' performance in standardized examinations and immersion activities. According to Jalos (2016), records of recent academic years showed frustrating 34.11% ratings in NAT in English.

ELT in the onset of K-12 senior high school nowadays is in its greatest call for instructional design and development of learning materials for grade 11 and 12. These reasons move the researchers to innovatively venture and comprehensively develop a contextualized oral communication worktext using multimedia technology, particularly PowerPoint to efficiently merge

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significant contents of learning materials, teaching guides, and off-line multimedia resources as one to fit learners' dynamism, advance their oral communication skills and perform effectively and competitively in their chosen field within the demands of the local and global standards. Studies on E-Learning materials (Villenes and Parro, 2015), constructing learning environment in rural school systems (Bennet, 2012), technologies for increased self-efficacy (Ena, 2010), improved self-regulatory skills (Shen, Lee, & Tsai, 2008), and increased motivation (Saravadee, 2007) all unveil the positive noteworthiness of technology in the learning acquisition process. Feedbacks from various literatures assure new mode of instruction where learners will acquire all the necessary oral communication skills to seal a successful immersion and lifelong English language competency.

This study focused on the development and contextualization of oral communication worktext for Grade 11 students in General Luna, Quezon using PowerPoint. This comprised the needs analysis, assessment of the acceptability level, and validation of the material's effectiveness. Similarly, the researchers sought to answer the following specific questions:

1. What are the contents of the multimedia-based oral communication worktext for the Grade 11 students in General Luna based on the needs analysis in terms of:
    1.1. context;
    1.2. activities;
    1.3. lesson contents;
    1.4. teaching strategies?

2. What are the formats of the developed multimedia-based oral communication worktext for the Grade 11 students in General Luna?

3. What is the acceptability level of the developed oral communication worktext in

    terms of:
    3.1.content;
    3.2. clarity and technicality;
    3.3. appeal to the target users?

4. What is the overall rating of the developed and contextualized multimedia-based oral communication worktext for General Luna?

5. Is there a significant difference between mean scores of the Grade 11 students in the secondary public schools of General Luna in speech presentation before and after the use of the developed material?]

## LITERATURE REVIEW

Literature presented in this section briefly discussed related studies that buttressed key concepts of the paper to include oral communication in context, needs analysis, multimedia and technology-enhanced learning materials, and development and contextualization of oral communication worktext via PowerPoint.

### Oral Communication in Context

English is the language generally used as international language for communication by the native speakers and non-native speakers worldwide (Khader & Mohammad, 2010). English as a language is viewed as a global language which is spoken as a native language by developed countries such as the United States of America, Australia, Britain, Canada, New Zealand, and others progressive countries. It is also considered as a second language in general here in the Philippines.

This development paves the teaching of English as Language in global standardized curriculum. The foremost aim of English Language Teaching is for students' efficiency in communication (Magno, 2009). That is why oral communication in English is a vital course to consider in different field of works and profession. This course aims at developing learners' communication skills for specific academic and professional needs such as leadership, organizational, and interpersonal communication skills.

### Needs Analysis

Needs analysis is the process of establishing what and how of a course (Dudley-Evans & St. John, 1998 cited in Okeke, 2011). It was firmly established in the mid 1970's according to Allwright (2012) and Panrattana (2015). The needs analysis addresses workplace, teaching expectations, and learners' needs, wants, and desires (Hutchinson & Waters, 2007 cited in Panrattna, 2015). This also states as accurately as possible what the learners will have to do when speaking the language (Robinsons, 2009 cited in Akyel, 2010).

Saravadee (2007) and Okeke (2011) proposed various forms of pedagogic needs which have been identified to give more information about the learner and the educational environment. These forms of needs analysis (Panrattana, 2015) should be seen as complementing target-situation needs analysis and each other, rather than being alternatives. Lepetit & Cichocki (2002, in Akyel, 2010) conducted a needs analysis study with university students who were attending a language course and preparing to work as health professionals.

The researchers emphasized that needs analysis/assessment is a potential and valuable source of information for designing curricula for health professionals based on learners' needs. Furthermore, the English language needs and attitudes of a large population of students and faculty in Kuwait University's College of Petroleum towards English language, were investigated by utilizing needs analysis/assessment (Basturkmen, 1998 in Akyel, 2010). The results of this study supported the above results that needs analysis/needs assessment was a useful tool to collect information on students and/or faculty perceptions on students' language needs and on the relative importance of skills and sub-skills, faculty expectations of students' English language proficiency.

The key feature of the developed multimedia-based oral communication worktext was that the teaching and the materials were founded on the results of needs analysis among the would be coming Grade 11 students in General Luna district.

**Multi-media and Technology-Enhanced Learning Materials**

Similar to the use of multimedia, PowerPoint, and computer, integrating technology to enhance learning is not new in the 21st century education. This offered wide and limitless learning opportunities among students who can easily connect with the web and innovative learning tools.

According to Villenes & Parro (2015), the various significant aspects of technology-enhanced instruction or Computer Assisted Instruction (CAI) utilization in the classroom uplift the level of teaching-learning process. This includes the following: (a) increase students' interest and retention of learning (Hussain & Ali, 2012 in Villenes and Parro, 2015); (b) increase academic achievement; (c) advanced teaching medium of quality education; (d) positive aid in decoding and spelling skills; (e) effective intervention for students with learners' problems; and (f) positive effect on achievement levels (Lai & Kritsonis, 2008).

As part of CAI, PowerPoint is a computer program that allows user to create and show slides to support a presentation (Romas, 2012). The user can combine text, graphics and multi-media content to create educational or professional presentations. As a presentation tool, PowerPoint can be used to organize and structure presentation, create a professional and consistent format (pdf, wmv, mpeg, or ppsx), provide an illustrative backdrop for the content of presentation, and animate slides to give them greater visual impact (Lai, 2008). The features of PowerPoint can provide a new face to the traditional worktext in pace with the demands of 21st century and technology. According to Ena (2010), the features available in PowerPoint may have more value when it is applied in language learning. Kol (2009) said that the application of PowerPoint Presentation in the classroom as a presentation tool provides the chance to apply innovative skill integration task.

This software is easy to use. The features are arranged in a way so that the user will not find major difficulties while creating a presentation. According to Sahan (2009), the use of slide presentation software such as PowerPoint has become an deep-seated part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. Smith (2016) mentioned that PowerPoint can be a highly effective tool to aid learning.

Well-designed CAI's as employed in learning supplementation activities produce an educationally significant improvement in students' performance, particularly, in test scores (Cotton, 2011). Moreover, as focused on a learner-centered process, Abante (2007) disclosed that CAI materials are effective alternative teaching method. It is also seen in the work of Cadangonan (2004 cited in Villenes and Parro, 2015) where technology-assisted materials are seen as fun and entertaining and self-paced which developed skills valuable in their later life. Furthermore, this innovation assists the teaching and learning process with its expanding spectrum of technology that provides different ways of acquiring the instruction. These encouraged the researcher to anchor the worktext's designs on the dynamic technical and motivational features of Microsoft PowerPoint.

**Development and Contextualization of Instructional Material**

In the Philippines, the day-to-day exposure to social media, and early second language school learning makes it is easy for Filipinos to learn and use English that influences everyday life. The fact that the Philippine education system has been using English as a medium of instruction from elementary to university level for decades has also reinforced the notion that teaching English must also be contextualized as to the environment of the learner (Mani, 2016) along with the DepEd's flagship of material indigenization and localization (Magno, 2009).

Furthermore, Rionda (1996) in Mopera (2011) stated that in developing materials whether for general or specific purposes, the material writers need to follow a system of material design. This system presents a plan for designing, developing, trying out and evaluating new sets of materials. Designing the PowerPoint worktext has to be of high quality.

Various literatures have suggested for its constituting elements. Mopera (2011) and Abrencillo (2009) made use of four components including the contents, clarity, appeal to the target users, and originality.

Similarly, Villenes & Paro (2015) utilized three major components of a developed material which is comprised of content, technical and aesthetic aspects. Same components were seen too in the study of Bilqis (2015) which expounded both technical usability and content quality. Kol (2009), on the other hand, spelled out various aspects including objectives, content, design characteristics, approach and evaluation. However, these specified components were also presented in the formers' elements. Likewise, this study adapted the components applied in the studies of Mopera (2011) and Villenes & Parro (2015) where the acceptability of the PowerPoint worktext was determined in terms of content, clarity and technicality, appeal to the target users, and originality.

**Conceptual Framework**

English language learning is highly valued by the Filipinos in general not only because of its function, practicality, but more importantly, because it is a reasonably inexpensive item and a skill that can be used to increase one's position, respectability and marketability. It is a tool for learning and a medium of communication. More than this, English is the language of power and progress. However, the teaching of English as Language (ELT), particularly, Oral Communication in Context'' as part of the K to 12 BEC in rural pockets of Bondoc Peninsula like General Luna is evidence of submerging competencies of senior high school students compare to the national language standards of the Department of Education. Oral

Communication as curricular subject is an indispensable course to prepare the students in the realistic demands of their chosen profession beyond borders. Thus, language teachers and researchers within the respective district has to find ways and provide possible solutions to the problem.

An Oral Communication Worktext with the use of Microsoft PowerPoint timely proved its significance in aiding the government in instructional material designs and helping the teachers in contextualizing meaningful and relevant worktext with inclusive competencies and localized contents in comprehensible inputs to fully enhance oral communication skills of the senior high school students. Its effectiveness was proven by a number of studies conducted to include the works of Abrencillo (2009), Mopera (2011), Kol (2009) Bilqis (2015), Cotton (2011), Villenes & Parro (2015) to name some.

## MATERIALS AND METHODS

The researchers employed the qualitative – quantitative method of research (Cresswell, 2012), particularly, the descriptive evaluative method and quasi-experimental design.

Descriptive evaluative method was employed in analyzing the needs of the students in oral communication and determining the acceptability of the developed material. Similarly, the quasi-experimental method was implemented to ascertain the presence of significant difference between the pretest and posttest scores of the students. Quasi-experimental method is used when a group is studied under two or more different conditions, but no controls are set.

The study was conducted in General Luna district, specifically in San Isidro National High School and Malaya National High School. The district was primarily chosen because it is where the researchers teach. They would like to bring the teaching of English and oral communication in General Luna to a higher level with positive effect on their communication skills and curricular performance. Furthermore, no oral communication worktext was sent to the schools on the onset of the senior high school classes which brought difficulties for both the teacher and students.

Respondents were purposively chosen to specifically contextualize the material and realize the objectives of the study. Three master teachers, one school head, and one education program specialist for curriculum implementation validated the questionnaires for the needs analysis, validation of acceptability of the developed material, and worksheet rubric for facilitation of the worktext together with the observation checklist. 250 upcoming Grade 11 students participated in the needs analysis. Four (4) master teachers, four (4) ICT Coordinators/experts, four (4) school heads, and four (English teachers) aided the researchers in validating the acceptability of the Microsoft PowerPoint-Based Oral Communication Worktext using the questionnaires adopted from Mopera (2011) and Villenes & Parro (2015).

139 students were chosen to participate in the facilitation of the developed material and were assessed using the modified analytic rubric of Sipacio (2016). The research was also aided with data from interview and observation to gather supporting information for a more valid results and interpretation.

A cover letter stating the purpose value and importance of responding was attached guaranteeing participants' confidentiality. The same letters were given to the validators of the questionnaires and PowerPoint worktext. In addition, a separate letter was also given to the school head and the principal of the respective schools. The researchers administered the needs analysis questionnaires in San Isidro National High School and Malaya National High School for the purpose of determining the students' level of language ability, meaningful contexts, possible activities, lesson contents, and teaching strategies for the inclusions of the worktext.

To analyze the gathered data, the researchers used Microsoft Excel to compute the weighted mean of the data in the needs analysis and acceptability level from the respondents with the adapted rating scale of Mopera (2011) and Villenes & Parro (2015). Furthermore, the researchers used t-test in validating the effect of the developed material in speech between the pretest and posttest scores of the respondents.

## RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of the gathered data through the manipulation of the research instruments used in this study anchored on the research problems.

Table 1.1. depicts needs analysis results on the context or situations in using oral communication in English. This shows that all the presented context had an average weighted mean of 3.51 described as very useful. Among all the presented contexts, the table shows that contexts related to schooling and communicating with friends and classmates ranked first with weighted mean of 3.74. This presents the obvious need and primary role of students' day to day learning environment in learning oral communication skills. This indicates that situations and context related to teaching and learning in school are the best to consider in activities, examples, and springboards in oral communication worktext as compared to other presented contexts. This also implies that students can relate most of the speaking engagements to their learning environment itself where they can hear, speak, and experience the standard use of English in oral communication. Mani (2016) also emphasized the vital role of context in the teaching and learning process supported by the works of Soberano (2009) and Okeke (2011).

Table 1. 2. shows that in terms of activities for discussion, mastery, and assessments, preparing and delivering speech in front of the class were most needed by the students and described as very useful with the weighted mean of 3.58. This verifies the statement of Mani (2016) that

**Table 1.1:** Contents of the Multimedia-Based Oral Communication Worktext for the Grade 11 Students in General Luna Based on the Needs Analysis in Terms of Context

| No. | Context | WM | DE | Rank |
|-----|---------|-----|-----|------|
| 1. | Applying for job, working with other English-speaking colleagues | 3.69 | Very Useful | 2 |
| 2. | Internet surfing, networking, and using ICT/technology related equipment. | 3.58 | Very Useful | 3 |
| 3. | Schooling and communicating with friends, classmates, etc. | 3.74 | Very Useful | 1 |
| 4. | Attending to everyday routines in stores, tours, and offices. | 3.30 | Useful | 4 |
| 5. | Listening to music, watching TV and attending to recreational activities. | 3.24 | Useful | 5 |
| | **AWM** | **3.51** | **Very Useful** | |

*Legend:*                  *1.00 – 1.50: Not Useful (NU)*
*DE: Descriptive Equivalent*       *1.51 – 2.50: Slightly Useful (SU)*
*WM: Weighted Mean*            *2.51 – 3.50: Useful (U)*
*AWM: Average Weighted mean*    *3.51 – 4.00: Very Useful (VU)*

**Table 1.2:** Contents of the Multimedia-Based Oral Communication Worktext for the Grade 11 Students in General Luna Based on the Needs Analysis in Terms of Activities

| No. | Activities | WM | DE | Rank |
|-----|-----------|-----|-----|------|
| 1. | Interpreting and practicing conversation from a book, internet, computer, and different people | 3.48 | Useful | 4 |
| 2. | Preparing and delivering speech in front of the class | 3.58 | Very Useful | 1 |
| 3. | Video critiquing, role playing, and explaining concepts. | 3.57 | Useful | 2 |
| 4. | Writing reports, essays, letters, and speeches. | 3.40 | Very Useful | 5 |
| 5. | Answering phone calls and inquiring for information | 3.52 | Very Useful | 3 |
| | **AWM** | **3.51** | **Very Useful** | |

*Legend:*                  *1.00 – 1.50: Not Useful (NU)*
*DE: Descriptive Equivalent*       *1.51 – 2.50: Slightly Useful (SU)*
*WM: Weighted Mean*            *2.51 – 3.50: Useful (U)*
*AWM: Average Weighted mean*    *3.51 – 4.00: Very Useful (VU)*

**Table 1.3:** Contents of the Multimedia-Based Oral Communication Worktext for the Grade 11 Students in General Luna Based on the Needs Analysis in Terms of Lesson Contents

| No. | Lesson Contents | WM | DE | Rank |
|-----|----------------|-----|-----|------|
| 1. | Nature, process, and functions of communication | 3.35 | Useful | 5 |
| 2. | Communicative strategies and competence in various speech situations | 3.50 | Useful | 3 |
| 3. | Types of speeches | 3.45 | Useful | 4 |
| 4. | Principles of speech writing | 3.58 | Very Useful | 2 |
| 5. | Principles of speech delivery | 3.62 | Very Useful | 1 |
| | **AWM** | **3.50** | **Useful** | |

*Legend:*                  *1.00 – 1.50: Not Useful (NU)*
*DE: Descriptive Equivalent*       *1.51 – 2.50: Slightly Useful (SU)*
*WM: Weighted Mean*            *2.51 – 3.50: Useful (U)*
*AWM: Average Weighted mean*    *3.51 – 4.00: Very Useful (VU)*

performance-based activities like oral presentations and opportunities to talk encourage a high pace of learning language and communication competencies. Panrattana (2015) also affirmed that communication activities on and off the training are mostly needed by students who want to improve their communication skills for future purposes. This further implies that students wanted to best hone their oral communication skills in the actual use of the language. In addition, students looked at speech performance as the primary reason why they have to take oral communication subject which benefits them in their future field. Mani (2016) and Mopera (2011) mentioned that one way teachers can ensure that material is sufficiently comprehensible is to provide real-life activities relevant to students' background knowledge. Villenes & Parro (2015) found out that student activities in CAI materials aid the students in the mastery of particular competencies.

Activities such as individual, pair, or group have to be balanced with written and performance based activities as evident in this produced worktext.

Table 1.3. presents the average weighted mean of the lesson contents (3.50) with descriptive equivalent of important and deemed needed. This also displays that the lesson about principles of speech delivery is the most important to consider in the development of the Multimedia-Based Oral Communication Worktext with the weighted mean of 3.62 ranking first among the five proposed lesson contents. The results appeared related to table 2.2. where learners mostly wanted to evaluate and be evaluated in terms of speech presentations. A student from Malaya National High School said that since they wanted to engage more in speech performance, they needed to learn the principles of speech delivery to perform at their best.

This implies that oral communication students want to learn the standards in pronunciation, modulation, utilization of gestures and body movements, and other guidelines in effective speech presentation. Moreover, this means that speech and principles in speech delivery has to be considered most in an oral communication worktext. Sipacio (2016) emphasized that principles in speech delivery serve as the compass of the learners to communicate at their best in various situations and context. As part of the content, Macarandang (2009 in Villenes and Parro, 2015) mentioned that it is the most important aspect to consider in material development.

**Table 1.4:** Contents of the Multimedia-Based Oral Communication Worktext for the Grade 11 Students in General Luna Based on the Needs Analysis in Terms of Teacher Strategies

| No. | Teachers Strategies | WM | DE | Rank |
|-----|---------------------|-----|-----|------|
| 1. | Correct my mistakes of grammar and diction | 3.48 | Useful | 2 |
| 2. | Correct my errors in pronunciation | 3.54 | Very Useful | 1 |
| 3. | Use both Tagalog and English in teaching | 3.33 | Useful | 3 |
| 4. | Use motivating strategy, pictures, games, slides, videos, etc. | 3.16 | Useful | 4 |
| | AWM | 3.38 | Useful | |

*Legend:*
*DE: Descriptive Equivalent*
*WM: Weighted Mean*
*AWM: Average Weighted mean*

*1.00 – 1.50: Not Useful (NU)*
*1.51 – 2.50: Slightly Useful (SU)*
*2.51 – 3.50: Useful (U)*
*3.51 – 4.00: Very Useful (VU)*

Table 1.4. displays students' preference for teacher's strategies in teaching oral communication. As shown, learners needed to be corrected in their pronunciations with the weighted mean of 3.54 and described as very useful. Observation also showed that most of the students mispronounced simple words like "often" and "mango" and they were very eager to learn the correct pronunciation. Once corrected, they seemed to be amazed. It can also be interpreted that the upcoming grade 11 students have minimal and weak foundation in terms of English language pronunciation. However, strategies related to the use of pictures, games, videos, and slides, fell last in the rank with the weighted mean of 3.16 described as good. This implies that since the worktext is for oral communication, students prefer and value strategies orally delivered by their teacher who serves as their model in communication rather than teaching through visualizations similar to the findings of Okeke (2011). This can also mean that slides, videos, and games, serve only as teaching aids secondary to the teacher himself with affective touch towards the learners as stated by Ena (2010) and Romas (2012) in the effect of multimedia presentations.

Format of the Developed Multimedia-Based Oral Communication Worktext for the Grade 11 Students in General Luna

The material was contextualized using students' needs



**Figure 1:** Screenshots of the Developed Multimedia-Based Oral Communication Worktext' in PowerPoint Show, Textbook Hardcopy, and E-book Formats

analysis and was developed into three formats to include the PowerPoint Show, E-Book, and printed book for offline purposes. The PowerPoint Show format is a friendly multimedia presentation that compensates with the limits of LM, TG, and CG and merging all the three in one with creative backgrounds designs.

In addition, offline videos and recordings for enrichment were integrated for easy access without the hassle of internet logging. The material used offline hyperlinking for easy inter-page viewing and lesson access. Motivating pictures, illustrations, and diagrams were also integrated for extrapolation of key concepts. Furthermore, e-book was also formatted for android phones with pdf reader and hardcopy for library referencing in innovative magazine type layout different from the PowerPoint design. Comprehensive approach for easy student access was considered in the worktext. Same concepts were applied in the studies of Macarandang (2009), and Villenes & Parro (2015).

The figure above shows the features of the developed material. The development of the material employed the principles of Natural Approach from the onset of the study. The results in terms of context were used to describe the situations, springboards, and physical or psychological milieu on where and how to work on the activities, exercises, assessments, and other features of the worktext. Materials integrated in the worktext came from the world of realia rather than from textbooks. Thus,
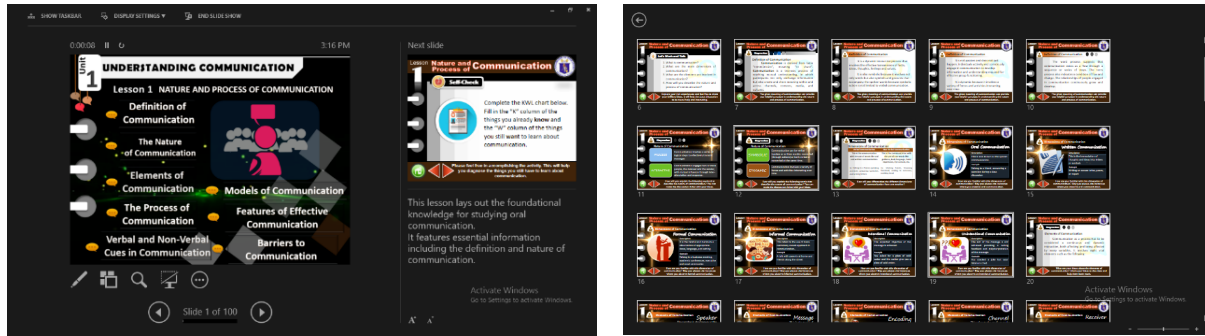
**Figure 2**: Screenshots of the Presenter's View of the Multimedia-Based Oral Communication Worktext

pictures, diagrams, videos, slides, and other visual aids were essentially integrated in the PowerPoint worktext because they supplied and enriched the content for oral communication. Interview on the teachers also showed that the facilitation of the lesson was made easy because of the integrated teaching guide questions and motivating lines in the slides. Further discussions and guides were also provided in the notes with ease to see the next slide in the upper right corner of the windows' presenter view. The same process was undergone by Villenes & Parro (2015) in developing the e-Learning tool for ALS Lopez A & E Accreditation Review Material with the aid of technology and proved that computer-aided instructions helped the teachers in the teaching-learning process.

**Acceptability Level of the Developed Multimedia-Based Oral Communication Worktext**

Content of the Multimedia-Based Oral Communication Worktext

The developed material received an average weighed mean of 3.82 described as strongly acceptable by the sixteen (16) validators. Individual components included objectives (3.81), content and features (3.81), contents' sequence and arrangements (3.81), learning evaluation (3.88), and language used (3.81). Highest in rank was the material's learning evaluation with the weighted mean of 3.88. This was noted because the worktext was consisted of written and performance based activities ranging from individual, paired, and grouped activities relevant to the students.

Further notes from the observation showed that the variety

**Table 2.1.** Acceptability Level of the Developed Multimedia– Based Oral Communication Worktext in Terms of Contents

| No. | Contents | WM | DE | Rank |
|-----|----------|-----|-----|------|
| 1. | Objectives | 3.81 | Strongly Acceptable | 3.5 |
| 2. | Content and Features | 3.81 | Strongly Acceptable | 3.5 |
| 3. | Sequence and Arrangement of Contents | 3.81 | Strongly Acceptable | 3.5 |
| 4. | Learning Evaluation | 3.88 | Strongly Acceptable | 1 |
| 5. | Language Used | 3.81 | Strongly Acceptable | 3.5 |
| | **AWM** | **3.82** | **Strongly Acceptable** | |

*Legend:*
*DE: Descriptive Equivalent*
*WM: Weighted Mean*
*AWM: Average Weighted mean*

*1.00 – 1.50: Not Acceptable (NA)*
*1.51 – 2.50: Slightly Acceptable (SA)*
*2.51 – 3.50: Acceptable (A)*
*3.51 – 4.00: Strongly Acceptable (SA)*

of the contents presentation broke the monotonous atmosphere of individual and traditional pen and paper exercises. Since the contents were product of the needs analysis, learners found the examples, context, and lesson meaningful and relevant and meaningful. Content quality is a crucial component of the developed material. It is the most important aspect of any qualities of material development Macarandang (2009) and Villenes (2011). Aligned with the study of Romas (2012) the PowerPoint worktext also stressed the presence of a commendable mark for content and features making it more meaningful as it is centered on the needs of the learners.

**Clarity and Technicality of the Multimedia-Based Oral Communication Worktext**

In terms of clarity and technicality, the developed material was given an average weighted mean of 3.87 which

was strongly acceptable as perceived by the validators. This included lesson organization (3.94), clarity of instructions (3.88), technical standards (3.88), facilitation and usability (3.75), and recognizability of fonts and designs (3.88). First in rank was the material organization which referred to the conceptualization and combination of the individual parts of the worktext including the manipulation of offline videos, integration of contents, and general features of the material.

Clarity refers to comprehensibility of the integrated contents (Mopera, 2011) while technicality is the technological aspects of the material on how it is built and facilitated. The developed material has found to have high technicality aspects because of the absence of complicated software unlike PowerPoint. Teachers found it easy to use with standard fonts and technical instructions. Villenes & Parro (2015) and Kol (2009) emphasized that

**Table 2.2.** Acceptability Level of the Developed Multimedia– Based Oral Communication Worktext in Terms of Clarity and Technicality

| No. | Clarity and Technicality | WM | Descriptive Equivalent | Rank |
|-----|--------------------------|-----|-----------------------|------|
| 1. | Material Organization | 3.94 | Strongly Acceptable | 1 |
| 2. | Clarity of instructions | 3.88 | Strongly Acceptable | 3 |
| 3. | Technical Standards | 3.88 | Strongly Acceptable | 3 |
| 4. | Facilitation and Usability | 3.75 | Strongly Acceptable | 5 |
| 5. | Recognizability of fonts and designs | 3.88 | Strongly Acceptable | 3 |
| | **AWM** | **3.87** | **Strongly Acceptable** | |

*Legend:*
*DE: Descriptive Equivalent*
*WM: Weighted Mean*
*AWM: Average Weighted mean*

*1.00 – 1.50: Not Acceptable (NA)*
*1.51 – 2.50: Slightly Acceptable (SA)*
*2.51 – 3.50: Acceptable (A)*
*3.51 – 4.00: Strongly Acceptable (SA)*

**Table 2.3.** Acceptability Level of the Developed Multimedia– Based Oral Communication Worktext in Terms of Appeal to the Target Users

| No. | Appeal to Target Users | WM | Descriptive Equivalent | Rank |
|-----|------------------------|-----|-----------------------|------|
| 1. | It captures the interest of the learners. | 4.00 | Strongly Acceptable | 2 |
| 2. | It motivates the learners to participate | 4.00 | Strongly Acceptable | 2 |
| 3. | It develops their critical and reflective thinking. | 4.00 | Strongly Acceptable | 2 |
| 4. | It strengthens the students' positive attitude about oral communication. | 3.94 | Strongly Acceptable | 4.5 |
| 5. | It is worth of time, effort, and energy. | 3.94 | Strongly Acceptable | 4.5 |
| | **Total** | **3.87** | **Strongly Acceptable** | |

*Legend:*
*DE: Descriptive Equivalent*
*WM: Weighted Mean*
*AWM: Average Weighted mean*

*1.00 – 1.50: Not Acceptable (NA)*
*1.51 – 2.50: Slightly Acceptable (SA)*
*2.51 – 3.50: Acceptable (A)*
*3.51 – 4.00: Strongly Acceptable (SA)*

electronic teaching aid similar to PowerPoint stimulates more of the students' senses which was also observed in the conduct of the study among the students with various learning needs and styles. According to Salavaria (2014), multimedia presentation in education like PowerPoint frequently activates the avenues of students' learning involving sight, sound, and touch making the instructions easy to follow and providing clear goal of learning.

**Appeal to Target Users of the Multimedia-Based Oral Communication Worktext**
Aesthetic quality appeals to the target users. The developed material garnered an average weighted mean of 3.98 described as strongly acceptable. Validators believed that the innovative material captures the interest of the learners (4.00), encourages participation (4.00), develops critical and reflective thinking (4.00), strengthens positive attitude toward learning oral communication (3.94) and is worth of time, energy, and effort (3.94). Observations among the students further verified the developed material noticeably appealed to the target users. Students were excited on every slide to be viewed and were amazed on the presentation of the lessons and activities with the presence of offline videos.
Related literature mentioned that aside from high quality standards for the content aspects, learning materials should also be of high regard in terms of its presentation and appeal to the target users (Villenes & Parro, 2015). Mopera (2011) also emphasized that aesthetic quality captures the interest of the learners, motivates them to participate, and encourages critical thinking which should

be given equal importance.

**Overall Rating of the Developed and Contextualized Multimedia-Based Oral Communication Worktext**
The innovative contextualization of the material gained an overall high rating of 3.89 and interpreted as strongly acceptable by all the validators. The subdivisions of the criteria showed content (3.82), clarity and technicality (3.87), and appeal to the target users (3.98) with strongly acceptable equivalents as depicted in the table below.
The overall rating of the developed multimedia-based oral communication worktext in table 3 clearly shows that the innovative material is of remarkable quality at it was rated strongly acceptable before the keen judgements of the validators. The results verified the words of Ena (2010) and Kol (2009) cited in the work of Bilqis (2015) who said that the application of PowerPoint Presentation in the classroom as a presentation tool provides the chance to apply innovative skill integration task in which is also applicable in language learning or oral communication related activities. Robinson & Hywel (2009) stated that "The computer can be an effective catalyst of talk both at the screen and away from it". Computer through its application software like PowerPoint is also able to provide authentic input in cheaper way.
T-test for dependent sample mean also known as paired t-test was used and computed with the aid of Microsoft Excel 2016 to identify the significant difference between the pretest and posttest scores of the students after using the developed material. Since the t-computed value of 1.724 was greater than the t-tabular value of 1.645 at

**Table 3:** Overall Rating of the Developed Material

| No. | Originality | WM | Descriptive Equivalent | Rank |
|---|---|---|---|---|
| 1. | Content | 3.82 | Strongly Acceptable | 3 |
| 2. | Clarity and Technicality | 3.87 | Strongly Acceptable | 2 |
| 3. | Appeal to the Target Users | 3.98 | Strongly Acceptable | 1 |
| | **Total** | **3.89** | **Strongly Acceptable** | |

*Legend:*
*DE: Descriptive Equivalent*
*WM: Weighted Mean*
*AWM: Average Weighted mean*

*1.00 – 1.50: Not Acceptable (NA)*
*1.51 – 2.50: Slightly Acceptable (SA)*
*2.51 – 3.50: Acceptable (A)*
*3.51 – 4.00: Strongly Acceptable (SA)*

**Table 4:** t-test on Finding the Significant Difference between the Pretest and Posttest Mean Scores of the Grade 11 Students in the Secondary Public Schools of General Luna in Speech Presentation

| t-test | Mean | SD | N | Degree of Freedom | Computed t-value | Critical Value | Decision | Impression at 0.05 Level of Significance |
|---|---|---|---|---|---|---|---|---|
| Pretest | 23.94 | 5.27 | 139 | 138 | 1.724 | 1.645 | Reject Ho | Significant |
| Posttest | 45.30 | 6.36 | 139 | | | | | |

0.05 level of significance with 138 degrees of freedom, the null hypothesis was rejected. According to Cresswel (2012), if the computed value of "t" is greater than the tabular value, reject the null hypothesis. This validated that there was a significant difference between the pretest and posttest scores of the Grade 11 students in speech presentation after the facilitation of the Multimedia-Based Oral Communication Worktext. This implied that the performance of the students in oral communication had significantly improved after the facilitation of the innovative and contextualized multimedia-based oral communication worktext.

The positive effect of worktext on enhancing student learning outcomes were also proven by the works of Abrencillo (2009), Soberano (2009), and Mopera (2011). Similar to the use of PowerPoint, well-designed CAIs as employed in learning supplementation activities produces an educationally significant improvement in students' performance as proven by Cotton (2011). Moreover, as focused on a learner-centered process, Abante (2007) disclosed that CAI materials are effective alternative teaching method.

## CONCLUSIONS

The contextualized and developed Multimedia-Based Oral Communication Worktext was developed considering the needs analysis of the students in terms of context, contents, activities, and teaching strategies where subcomponents deemed useful for students were integrated to fully contextualized the material. The worktext was presented in various formats including the multimedia PowerPoint Show format, e-book/pdf format, and traditional textbook hardcopy. Validators strongly accepted the quality of the contents (3.82), clarity and technicality (3.87), and appeal to target users (3.98). Overall, the developed material was strongly acceptable with a remarkable average weighted mean of 3.89. Furthermore, positive effect of the material in speech presentation was validated with the presence of significant difference between the pretest and posttest scores of the Grade 11 students.

The researchers recommended a separate qualitative evaluation and validation of the developed e-book and textbook hardcopy and to undergo test of effectiveness to fully enhance the material. Likewise, the global researchers are also advised to analyze various rising platforms in teaching with comparison to teachers' commonly used technology and materials for contextualization and instruction.

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