Assessment of a Self Corrective Learning Material (SCLM) to Improve Delivery of Grammar Lessons for Grade 4 Pupils

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ABSTRACT

This study investigates the impact of Self-Corrective Learning Materials (SCLM) on improving grammar instruction for fourth graders in remote, resource-constrained elementary schools. The scarcity of educational tools in such settings often hinders learning, but SCLMs offer a customizable and interactive solution that substantially enhances students' understanding of grammar, especially in the areas of common and proper nouns. By employing a quasi-experimental design that included pre-test and post-test assessments, the research demonstrates a significant uptick in student achievement and classroom engagement attributable to using SCLMs. Educators have lauded the materials for their practicality and adaptability, suggesting potential applications that extend beyond the realm of grammar instruction. The findings are unequivocal in their endorsement of SCLMs as more than supplemental teaching aids; they are crucial to creating an educational environment that promotes active learning and the development of critical thinking skills. The recommendations from the study advocate for the formal authentication and proprietary protection of SCLMs, their incorporation into standard teaching methodologies, and the imperative for specialized teacher training programs focused on developing such innovative educational resources. This research posits that adopting SCLMs across various subjects could revolutionize teaching practices and substantially enrich the academic experience.
KEYWORDS

Self-Corrective Learning Material (SCLM), grammar instruction, resource-constrained education, elementary pedagogy, interactive learning, critical thinking skills, educational innovation, quasi-experimental design

INTRODUCTION

Teaching grammar in the elementary setting is a very complicated task, especially if a teacher is assigned to remote communities where the subject's tools are scarce. While most of the faculty had been preparing much for their academic loads, they admit they have delivery challenges. It gives them the ardent task of preparing customized instructional materials to facilitate learning.

Grammar is undeniably an essential component of effective communication (Vijayalakshmi, 2014), and making people skilled to communicate through writing and speaking effectively must be a focus among educators. However, due to the abundance of complex, esoteric, and unusual grammatical rules, mastering English grammar is difficult for both native and second-language speakers. This language feature is the most challenging for students; hence, the role of teachers in teaching correct grammar is indispensable.

English grammar has always played a significant role in global communication. It is given a lot of weight in both the primary and secondary education curricula. The Department of Education is currently rolling programs relative to capacitating its faculty to develop effective instructional materials to teach all subjects, especially English, of which grammar is a part because it is a component of internationalization and ASEAN integration. More so, regardless of the subject they study in school, students are expected to be proficient in the fundamental ideas of grammar. Its vibrant role in language development alone makes it an essential tool for interacting in today's worldwide culture.

It is also noted that policymakers who have approved changes aimed at advancing students' English proficiency by requiring teachers to use a more communicative approach to teaching the English language (Butler, 2011; Hiep, 2007; Kirkgoz, 2008) and advancing English instruction into earlier levels of schooling. This has seen the importance of a strong understanding of English grammar as potentially crucial to the pupils' communication skills. Similarly, IPL.org (2016) asserts that linguistic use functions as the dialect's glue, binding all its components and laying the groundwork for dialect communication. And it has to do with how their verbal competency is developing.

Three things must be considered when teaching grammar: grammar as rules, as a resource, and as a form. Grammar frequently entails mastering grammar rules and having an intelligent understanding of grammar. Teachers frequently think that this will give them the foundation on which students' knowledge can be built and on which they can eventually use the language. Prescribed guidelines provide them with some sense of security.
Perhaps a more effective strategy is to think of grammar as one of the numerous tools available to us in the language that facilitate communication. We should consider how grammar connects to what we intend to say or write and how we anticipate others will understand the usage of our language and its intended audience.

The communication process can be greatly improved and made more engaging by using proper language, which makes it very simple for everyone to understand what you’re saying. Grammar becomes more crucial when a youngster ages and learns to communicate their ideas and thoughts in writing. Therefore, it is important to provide learners with resources and interactive learning tools to aid them in their Grammar studies.

Further, grammar is an essential component of language training because it is a set of rules for choosing words and placing them in sentences that make sense. Grammar alone would not constitute language. Without having a firm grasp of English grammar, students find it challenging to communicate in English successfully (Wang, 2010). This study examined how well-designed Self-Corrective Learning Materials (SCLM) worked to teach grammar lessons (proper and common nouns). According to Dangan and Cruz (2021), monitoring students’ development and performance is important to gauge the value of teaching materials. Students should have access to more resources to learn the complex rules of English grammar.

Widdowson (1990: 86) asserts that "grammar is not a restricting rule. However, it is a liberating force that frees us from context dependence and a merely linguistic categorization of reality." Considering that many students – and Teachers frequently see grammar rules as limitations on what is acceptable and prohibited in language use, or, in Larsen-Freeman's words, "a linguistic straitjacket" words (2002: 103) - The idea of grammar as a liberating force is one that merits research rather than suppresses. Not capacitating students to use grammar efficiently and effectively will cause a boomerang effect on their soon-to-be performance in whatever choice of profession they practice. Communication with people will also be uneasy and complicated. In rural schools such as Imurung Elementary School in Baggao, Cagayan, there seem to be plenty of gaps, one of which is the availability of teaching tools to facilitate and reinforce learning in grammar. While books are available, they are limited in terms of volume and are somehow outdated. Foreign references are also available as they had been donated by organizations but seem to be very complicated to use as the jargon is very difficult to understand. Teachers were unprepared to use such instructional materials, which come in flip charts and workbooks.

Thus, it is certainly crucial to teach and learn grammar to teach and learn English. Learners who struggle to speak effectively in English almost certainly have bad grammar. However, teaching English grammar in a communicative way is the only way it will be effective. That is to say, instructors should provide English grammar in context and design drills that simulate actual situations.

Additionally, according to Caminade's (2018) research, Grammatical Competency of Grade Seven Students: Effectiveness of Oral Drill Technique, both groups' grammatical competency was lacking well before the exam but had improved after the exercise. The post-test revealed that the experimental groups' grammar
proficiency was superb, whereas the control group was only fair. As a result, the oral drill approach significantly affected the grade 7 students' grammar skills. This study focuses on how the learners develop and improve their grammar on using the localized self-corrective learning skills in their situation with the pandemic (COVID-19) can be a great help for the learners in their studies with the hardship that they are experiencing from this pandemic. While some research studies delved on this topic, there was no attempt of looking at the rural setting especially that of the chosen local which is Imurung Elementary School in Baggao, Cagayan, Philippines.

FRAMEWORK

The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm served as the conceptual framework for this study. Design refers to the creation of performance-enhancing tools. Development entails the creation of new materials, which come in the form of an SCLM, putting the materials to use in practical ways, and analyzing the methods for determining how effective the materials are next. The learning material developed in this study is learner-centered and focused on showcasing common and proper Nouns to help learners improve their grammatical and linguistic abilities. The last stage was evaluating the efficiency of the grammar instruction material.

According to Kolb (1984), learning is the process through which knowledge is developed by transforming experience. David Kolb's Experiential Learning Theory. Kolb contends that learning happens through active engagement and investigation and that experience is essential to producing knowledge. David Kolb's Theory values this research investigation highly. Additionally, Jean Piaget's theory focuses on the fundamentals of intelligence and how children gain information. Students in Grade 3 will fall into Piaget's theory's Concrete Operational Level (7–11 years) because we know they are under the age of nine. Piaget (1954) believed that the concrete stage is a key turning point in a child's cognitive development since it signifies the beginning of logical or operational reasoning. In the Concrete Operational Stage, children are still highly literal and concrete in their reasoning, but they improve greatly in their ability to use logic.

Thought can be highly stiff even though it becomes considerably more realistic throughout the concrete operational condition. Pupils in this developmental stage frequently have trouble understanding hypothetical and abstract concepts. Therefore, it is reasonable to believe that Grade 3 pupils can use interactive and self-correcting learning tools to learn from themselves.

OBJECTIVE OF THE STUDY

This study aimed to assess a designed Self Corrective Learning Material (SCLM) to improve the delivery of grammar lessons for Grade 4 pupils.
METHODOLOGY

Research Design
A quasi-experimental, pre-test, and post-test design was the approach used in this study. This method, which is a standard method for educational research, is deemed excellent for examining the effects of innovation in an educational setting. The method compares how pupils’ performance grows and improves before implementing the intervention. In this study, it involves the comparison of the achievements of Grade 4 learners exposed to the designed self-corrective learning materials. The pre-test and post-test design were used to measure the change in the achievements of the respondent pupils.

Respondents/Participants and Sampling Procedures
The respondents of this research were fifty (50) pupils from Imurung Elementary School of Baggao, Cagayan. Figure 1 presents the whole number of learners in Grade 4. When the whole class of Grade 3, the male (n=20) and female (n=30) were assigned to either a control group or experimental group using systematic random sampling where the steps include: first define the population; then choose your sample size; then list the population; then assign numbers to cases; then calculate the sampling percentage; last, choose your sample.

Ethical Considerations
This research used informed consent distributed to the target respondents’ parents. It included discussions on the non-suffering of any harm because of this research, the confidentiality of the results, the anonymity of the data, and the provisions of the Data Privacy Act.

Research Instruments
Since this research study sought the effectiveness of the designed Self-Corrective Learning Materials (SCLM) on the achievements of the learners toward grammar, this study used a survey questionnaire. This instrument was validated by the adviser of Grade 4 learners. A high-reliability test was also derived using Cronbach Alpha, of which the value is 0.73. A 25-item grammar test to measure the pre-test and post-test achievement scores was also devised by the researcher, and it underwent Item Analysis. A Table of Specifications was prepared.

Data Gathering Procedures
This research study was conducted at Imurung Elementary School. The school has a small population to accommodate. With the current situation that the learners can only have limited face-to-face transactions because of the COVID-19 pandemic, the researcher distributed the learning materials and questionnaires personally obeying the health protocols for the safety of the learners. This study created 5 learning materials, and each target respondent used a different design of learning materials (LSCLM) with the same instructional tools inside Alternatively. First, the researcher asked permission from the Head Teacher of Imurung Elementary School and the
adviser of the Grade 4 learners.

After receiving permission from the headteacher and adviser, the researcher distributed the consent form to be signed by the parents to make sure that they were aware of the research procedures and the ethical considerations of the study. Next was the signing of the parent consent, and then after was the distribution of the SCLM and the questionnaires.

And lastly, the tabulation of the data.

Statistical Tools and Treatment

Scoring and interpretation of the gathered data, descriptive statistics such as frequency, mean, and standard deviation were used. The pre-test and post-test achievement scores were analyzed using the following points scale: 21-25 (Excellent); 16-20 (Very Good); 11-15 (Fair); 6-10 (Poor); 1-5 (Very Poor).

Cohen’s d and Effect size of the Achievement Scores of the Respondents

Cohen’s D

Cohen’s d is an appropriate effect size metric. The effect size of a study is a quantifiable measure of its impact. The more powerful the study, the higher the effect size. A Cohen’s d of

0.200 is considered a “small” impact size, a Cohen’s d of 0.500 is considered a “medium” effect size, and a Cohen’s d of 0.800 is considered a “big” effect size, according to Cohen (McLeod, 2019).

Descriptive statistics are a series of short descriptive coefficients that summarize a data set, which might represent the complete population or a sample of the population. According to Fisher and Marshall (2009), the numerical and graphical approaches used to organize, present, and analyze data are known as descriptive statistics. Also, George and Mallery (2006) stated that descriptive statistics is another commonly used SPSS function. Descriptive statistics are used to provide details about the distributions of your variables. Measures of central tendency (Mean, Median, and Mode), variability around the mean (Std deviation and Variance), deviation from normality (Skewness and Kurtosis), information about the spread of the distribution (Maximum, Minimum, and Range), and information about the stability or sampling error of certain measures, such as standard error (S.E.) of the mean (S.E. mean), S.E. of the median (S.E. median), S.E. of the S.E. median, S.E. median, S.E. median, S.E. median, Skewness because of skewness, and S.E., kurtosis because of skewness (included by default when skewness and kurtosis are requested).

Inferential statistics is a statistical method for estimating the characteristics of a larger population from a small but representative sample. In other words, it enables the researcher to make generalizations about a larger group based on a limited sample of that group. Descriptive statistics describe or summarize data, but inferential statistics use procedures to indicate conclusions about the population from a sample (Byrne, 2007).

According to the normality of the data, statistical analysis methods based on obtained data are separated into parametric and nonparametric methods. When the
data is normal, it forms a probability distribution curve with the highest frequency of occurrence in the center and decreasing frequency as one moves away from the center. The distance from the curve’s center makes it easier to establish whether the data received is frequently observed statistically. Because most of the data is gathered around the mean value, it represents the group's character and provides information on whether there is a difference across groups and the extent of the difference. On the other hand, there is no guarantee that the data will be centered on the mean if it does not follow the normal distribution. As a result, utilizing the mean value to compare features between groups is impossible. The nonparametric test is performed in this scenario, and the sums are compared after the observations are sorted or signed (e.g., + or -). The nonparametric test, on the other hand, is not as powerful as the parametric test. Furthermore, only the difference between the values of groups can be detected, but the size of these differences cannot be compared. As a result, if possible, statistical analysis should be conducted using the parametric test, with the normality of the data being the first item validated by the parametric test (Kim et al., 2019).

Latz (2013), data are usually used to describe observations in a measure of central tendency, also known as a measure of central location, which is used to determine the representational value of a data set. Measures of central tendency include the mean, median, and mode. The distribution is given one value (mean or median) by measures of central tendency, and this value represents the entire distribution. Representative values from these distributions are compared to make comparisons between two or more groups. Because many statistical techniques such as measures of dispersion, skewness, correlation, t-test, and ANOVA test are derived using the value of measures of central tendency, it aids in further statistical analysis. As a result, measures of central tendency are sometimes known as first-order measures. Because these values are required to calculate for additional measures, a representative value (measures of central tendency) is deemed good if it was derived using all data and was not affected by extreme values.

T-test of dependent sample was used to ascertain the significant differences in the grammar performance and attitude before and after the learners used the intervention. To analyze the differences in the mean of match sample design, the dependent sample t-test was performed (Kim, Park, & Park, 2018).

Pearson Product Moment was used to determine the significance difference between the achievement scores in grammar performance after the study was conducted.

The Relationship between two are variables will be scale of ± 1.00 (Perfect correlation,

± 0.70-0.99 (Very strong correlation), ± 0.40-0.69 (Strong correlation), ± 0.30-0.39 (Moderate correlation), ± 0.20-0.29 (Weak correlation), ± 0.01-0.19 (Negligible correlation) and 0 (No correlation).

Kolmogorov-Smirnov Test was used to measure the normality of the data in the pre-test and post-test scores of the target respondents.

Mean was used to interpret the result on the evaluation answered by the
teachers.

To determine the appropriateness of the learning material, the following scale was used: 4.50-5 (Outstanding); 3.50-4.49 (Exceeds Expectations); 2.50-3-49 (Meet Expectations); 1.50-2.49 (Below Expectations) 1-1.49 (Unsatisfactory).

For the acceptability of the learning materials, the following scale was used: 4.50-5 (Very acceptable); 3.50-4.49 (Acceptable); 2.50-3-49 (Either Acceptable or Not); 1.50-2.49 (Slightly acceptable) 1-1.49 (Not acceptable).

For the usefulness of the learning material, the following scale will be used: 4.50-5 (Excellent); 3.50-4.49 (Good); 2.50-3-49 (Average); 1.50-2.49 (Weak) 1-1.49 (Unsatisfactory).

For the durability of the learning material, the following scale was used: 4.50-5 (Highly durable); 3.50-4.49 (Durable); 2.50-3-49 (Average); 1.50-2.49 (Slightly durable) 1-1.49 (Not durable).

RESULTS AND DISCUSSION

Table 1: Profile Characteristics of the Respondents

<table>
<thead>
<tr>
<th>Profile Variables</th>
<th>Categories</th>
<th>Frequency (n=50)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Age</td>
<td>9</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Learner's Language at Home</td>
<td>Ilokano</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Ilokano</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Ibanag</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Bisaya</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Educational Attainment of Father</td>
<td>Elementary Undergraduate</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>High school Undergraduate</td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>High school Graduate</td>
<td>20</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>College Graduate</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Elementary Undergraduate</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>High school Undergraduate</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Educational Attainment of Mother</td>
<td>High school Graduate</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>College Undergraduate</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>College Graduate</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Occupation of Father</td>
<td>Self-Employed</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Blue Collar Job</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>White Collar Job</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Occupation of Mother</td>
<td>Self-Employed</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>White Collar Job</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Below Php 5,000</td>
<td>35</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Household Monthly Income</td>
<td>Php 10,001 - 15,000</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 1 describes the profile of the respondents. Kit highlights that in terms of age, a lot of the respondents are 10 years old, with a percentage of 40%. Most of the respondents belong to the Ilocano ethnic group, with the highest percentage of 70%. Regarding the parents' educational attainment, most of the fathers graduated high school, with a percentage of 40%; meanwhile, 5% were elementary undergraduates. On the other hand, 40% of their mother also finished high school.

With respect to occupation, most of the fathers were self-employed with a percentage of 50%, while the group of mothers is the opposite has reached 50% of being unemployed with a percentage of 50%. Based on the survey, the percentage of the mother is very low for them to have the possibility to earn as compared to the possibility of their father to earn and provide for the needs of their children.

With respect to the occupation of the respondents, more than half of the population earns below 5,000 pesos per month, with a percentage of 70%. Moreover, with respect to religion, the bulk of them were devoted to Roman Catholicism, with a total percentage of 60%.

According to Drachslera and Kirschner (2011), in the learning and cognition sciences, the idea of learner characteristics is used to select a target group of learners and characterize those parts of their personal, academic, social, or cognitive selves that may impact how and what they learn. Instructional designers need learner characteristics because they may develop and generate tailored instructions for a specific group. It is hoped that by considering student characteristics, more efficient, effective, and/or motivating instructional materials can be conceived and developed.

Table 2: Pre-test and Post-test Performance of Grade 4 Pupils in Grammar Lesson

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean</th>
<th>Descriptive Interpretation</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>17.50</td>
<td>Very Good</td>
<td>4.06</td>
</tr>
<tr>
<td>Post-test</td>
<td>21.70</td>
<td>Excellent</td>
<td>2.91</td>
</tr>
</tbody>
</table>

**Legend:** 21-25 - (Excellent); 16-20 - (Very Good); 11-15 - (Fair); 6-10 - (Poor); 1-5 - (Very Poor)

Table 2 shows the descriptive statistics of the respondents' achievement in the grammar lesson (common and proper nouns). Based on the pre-test results, the descriptive interpretation is very good due to the total mean of 17.50 and a standard
deviation of 4.06. On the other hand, the post-test has a mean of 21.70, higher than the pre-test mean, and a standard deviation of 2.91, lower than the pre-test standard deviation, with a descriptive interpretation of excellent.

According to the Kuder Richardson formula 20, the achievement test had a good descriptive interpretation, with 0.71 for the pre-achievement test and 0.72 for the post-achievement test, demonstrating that the achievement test had a great internal reliability test.

Table 3: Effect Size of Pre-Test and Post-Test Scores of the Respondents

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean</th>
<th>SD</th>
<th>Cohen's $d$</th>
<th>Effect size $r$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>19.80</td>
<td>4.98</td>
<td>0.41</td>
<td>0.20</td>
</tr>
<tr>
<td>Post-test</td>
<td>21.40</td>
<td>2.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 displays the effect size of the pre-test and post-test scores of the respondents. Through the Cohen's $d$ that have been used, the Effect size $r$ is 0.20 displayed in the table wherein, simply describing that the SCLM used in the study is effective to the teaching-learning process among the students.

Students felt more positive about grammar education in context, and they performed a little bit better after receiving standard grammar training, according to Morelli (2003). Elkilic and Akca (2008) noted that pupils studying English grammar in a private primary EFL classroom had a generally good attitude toward the subject. However, just around 10% of their subjects said they had trouble learning and remembering grammar, whereas slightly more than 50% of their subjects said they like grammar a lot.

Table 4: Significance Difference between the Pre-Achievement and Post-Achievement Scores of the Respondents

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Mean (n=10)</th>
<th>Mean Diff</th>
<th>SD Diff</th>
<th>SD Error Mean Diff</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>17.50</td>
<td>-4.2</td>
<td>1.1542</td>
<td>0.365</td>
<td>-5.250</td>
<td>0.523</td>
</tr>
<tr>
<td>Post-test</td>
<td>21.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = significance at 0.05 level

Table 4 shows the estimated p-value is less than the significance level of (p<0.05) where it reveals that the SCLM is effective. This shows that they considerably outperformed their pre-test score of 17.50 on the post-test after
exposure to a chosen grammar lesson (common and proper noun) utilizing the localized self-corrective learning materials, with a mean of 21.70. The pre- and post-assessments of the respondents exposed to a grammatical lesson (common and proper noun) utilizing the localized self-corrective learning materials show a substantial difference as a result.

According to the study's most recent findings, students perform better in grammar classes when they use self-corrective learning materials, which is in line with research conducted by Bustillo (2015). It was shown that the factors influencing the respondents' acquisition or improvement of vocabulary skills were the learners' habits and interests. The interactive strategies were introduced, and the respondents' language skills increased. The grade 4 pupils thought the social techniques were highly effective.

Additionally, Caminade (2018) found that both groups' grammar competence was subpar prior to the pre-test but improved after the trial was ended. The post-test revealed that the experimental groups' grammar proficiency was superb whereas the control groups was only fair. Therefore, the oral drill method significantly affected the performance of the grade 4.

![Figure 10: Line Graph of the pre-test and post-test towards grammar lesson](image)

Figure 10: Line Graph of the pre-test and post-test towards grammar lesson
<table>
<thead>
<tr>
<th>Program</th>
<th>Objectives</th>
<th>Activities</th>
<th>Responsible Official(s)</th>
<th>Timeframe</th>
<th>Financial Requirements</th>
<th>Success Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Utilization of</td>
<td>Develop the SCLM based on suggestions offered:</td>
<td>Modification and Improvement of the SCLM based on suggestions:</td>
<td>School Head, Grade Adviser</td>
<td>September-October</td>
<td>10,000</td>
<td>The grade 4 pupils will obtain their proficiency level in terms of English Grammar through the improved SCLM</td>
</tr>
<tr>
<td>the Self-corrective and Interactive Learning Materials for Grade 4 Grammar Lessons</td>
<td>- Improve the Attitude of Grade 4 Learners using SCLM</td>
<td>Production of SCLM</td>
<td>and Researcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- Improve the Performance of Grade 4 Learners in Grammar Lessons using SCLM</td>
<td>Production of SCLM Manual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilization of the SCLM</td>
<td>Grade 3 Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration of the SCLM</td>
<td>Teacher, pupils, Feedback</td>
<td>October-December</td>
<td>1,100</td>
<td>The percentage of mastery increased by more than 20% in the specific subject</td>
</tr>
<tr>
<td></td>
<td>To increase the percentage level students’ mastery in their English subjects</td>
<td>Test in every grading period</td>
<td>Researcher</td>
<td></td>
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<td>Testing Program</td>
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<td>Remedial Assessment</td>
<td>To achieve at least 10% good native speakers and writers and to decrease the pupils’ English grammar difficulties</td>
<td>Conduct extensive assessment on speaking and writing activities</td>
<td>Principal, Teacher, Parents, Pupils</td>
<td>January-March</td>
<td>5,000</td>
<td>The grade 4 pupils will become more confident in speaking and writing the English as their medium.</td>
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</table>
CONCLUSIONS

Grammar is crucial in language instruction as a collection of rules for selecting words and putting them together to make sense. Language does not exist without grammar. It is also difficult for students to communicate effectively in English without first knowing English grammar (Wang, 2010). The aim of this research was to see how effective the designed Self-Corrective Learning Materials (SCLM) were in learning grammar lessons (Common and Proper Nouns). According to Dangan and Cruz (2021), students' performance and progress should be tracked to measure the usefulness of materials in teaching. More materials should be made available to pupils to learn the many principles of English grammar.

Respondents' performance in grammar lessons improved greatly from very good to excellent, whereas the difference in achievement between pre-and post-test was shown to be statistically significant. As evidenced by the data gathered using the criteria, using SCLM in grammar lessons of common and proper nouns is evaluated as excellent. Moreover, teacher responders rated the SCLM as acceptable, outstanding, and excellent in acceptability, appropriateness, and usefulness. Suggestions, such as durability, are proposed and considered for the material's future growth.

Generally, the self-corrective learning materials were assessed as an effective instructional tool for the Grade 4 pupils so that it has improved their cognitive performance toward learning about grammar lessons, specifically on common and proper nouns. As the learners' achievements toward using localized learning materials in grammar lessons are crucial for their collaborative work, the designed SCLM boosts learner interest, creative thinking, and problem-solving skills and is necessary to improve behavioral outcomes.
RECOMMENDATIONS

In view of the foregoing findings and conclusions, the following are recommended:

1. The created SCLM must be quality-assured by the Department of Education before implementation or adoption in elementary public schools.
2. The SCLM needs to be patented by the authority and the Department of Education to recognize those who developed or made the material.
3. It will not be difficult for students to grasp their study to help in the English subject alone and other disciplines. Therefore, teachers should continue to create and apply SCLM to help students learn better and make students more participatory in each discussion.
4. Teachers should consider incorporating locally self-corrective learning resources into their instructional plans to enhance classroom education's effectiveness, efficiency, and success.
5. The principal should encourage teachers to participate in workshops and training sessions on developing various cutting-edge instructional resources to improve their teaching-learning methodologies and result in higher-quality instruction.
6. Future studies should consider various factors and use this research as a foundation for progress, not just in terms of English grammar but also for other disciplines where teachers and students will gain from using creative learning materials.
7. Training programs should be developed around assessing the interactive media training requirements for elementary teachers to support the use of locally tailored instructional materials.

LITERATURE CITED


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