Teacher-Made Correspondence Website:
Assistive Tool in Distance Learning

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Abstract

Correspondence can be found in a variety of media, including letters, memos, e-mail messages, text messages, fax messages, voicemails, and notes. Teacher-made correspondence website includes a portion where students can send questions or feedback in the webpage content through email where the teacher can respond to learners' concern. This study aimed at exploring the assistance that teacher-made website can provide to SHS learners, particularly in research subject. The link to the website portion was made visible in the Weekly Home Learning Plan (WHLP) which was distributed to learners on a regular basis. There were materials on the website that assisted learners every week, and students communicated with their teacher through the feedback portion. The study made use of explanatory sequential mixed method of quantitative and qualitative approaches. The participants were 51 grade 12 General Academic Strand (GAS) and Accountancy, Business and Management Learners (ABM) learners, while the respondents among the participants were 34. Findings revealed that there is a significant increase in the academic performance of Grade 12 learners in Practical Research 2 through the use of teacher-made correspondence website. Learners rated the different aspects of the website (correspondence or interactivity, clarity of content, graphics, relevancy of material, and teachers' accommodation to queries) as very highly satisfactory. The two themes developed were (1) Website is a very good help for learners in having a wide view of research topics, and (2) Correspondence website is helpful for teachers in meeting the academic concerns of students. Reflection and challenge on continuing to pursue ways for knowledge to be available even amidst world crisis was laid down at the end of the study.

Keywords: materials; senior high school; supplemental; website

1. Context and Rationale

Web-based learning refers to a method of learning that makes use of the internet as an educational delivery mechanism for a variety of learning activities. It can take the form of (1) a form of pure online learning in which the curriculum and learning are delivered entirely online, with no face-to-face interaction between the teacher and the student,(2) or based on the demands and requirements of the curriculum, a hybrid in which the teacher interacts with students half of the time online and half of the time in the classroom. Web-based learning can be incorporated into a curriculum to create a full-fledged course or used to complement traditional classes. This includes email-based discussions, forums, and course content, as well as live lectures and/or videos. This is precisely why action research has been considered. In this time of pandemic, the use of a teacher-created webpage for distant learning will be studied to see if it is useful in improving academic achievement. Is it possible that this item will make the pupils' lives easier? Is it more practical than the other options? Is it possible that this device will make life easier for both teachers and students? Sarmiento's (2018)

research found that the parameter of particularity underpinning teacher-made materials supported the development of contextualized and relevant communicative activities that resulted in oral engagement in EFL classes. Nordin and Alias (n.d.) have stated that institutions of higher learning in Malaysia would prefer to teach and learn in a blended method in order to keep up with current pedagogical developments. As a result, the current teaching and learning approach must be adapted to the web-based learning environment. Institutions must establish e-learning technology to apply the new teaching and learning approach, as well as provide both competence and motivation among professors, in order to successfully implement this transformation. Aljraiwi's (2017) case study revealed that female students were more interested in studying and performed better in the classroom, during and after classes when utilizing the recommended applications. Furthermore, these programs enable kids to receive the necessary educational assistance. It also helps teachers and students manage and guide educational activities both inside and outside of the classroom. Teachers believe the Internet is a good source of information and an important extra teaching tool, according to Brandstrom's findings (2011). For example, the internet may excite students, make teaching more enjoyable, and allow for more variety in the classroom. The "cognitive theory of multimedia learning" (Clark and Mayer, 2016) is a useful foundation for comprehending the processes at hand and how video might help or hinder learning It also spells out guidelines for the interplay of visual, verbal, and text-based content in video, as well as several essential concepts for good video design. As stated by Kay, Knaack and Petrarca (2009) WBLTs were assessed as simple to use and entertaining for pupils by the majority of teachers. They also claimed that WBLTs helped them learn more effectively. A lot of teachers stated that they spend a significant amount of time looking for relevant WBLTs and planning lessons. WBLT-related technological issues were rarely recorded, with the majority of complaints centered on Internet speed. Teachers' key advice was to be prepared to invest time selecting, testing, and preparing materials in order to ensure that WBLTs were used successfully. Whattananarong's study (n.d.) used conventional training for the control groups. On the Internet-based system, the experimental groups used teacher-prepared instruction programs. In terms of the quality of students' term papers, homework, reference sources, and analytical skills, synthesis, and summation of material, the experimental groups' ratings were not substantially higher than those of the control groups. The experimental groups spent no more on the study than the control group in terms of expenses. In comparison to the control groups, the experimental groups spent much less time. Teachers claimed that using interactive education websites in social studies classes benefited both teachers and students, according to Fidan's research (2017). According to Barikzai (2009), the website will give teachers and students a better opportunity to update their materials; while they can do so without it, the website will provide a safe gateway to the internet. Additionally, university professors will be able to upload their teaching materials on the website for KEU students to download at any time.

Using interactive education websites in social studied classes benefits both teachers and student. It can be seen that a lot of teachers spend their time to teach students more enjoyable. Webpages also help to the teachers and students to manage their times in educational activities.

1.1. Action Research Questions

This study aims to explore the assistance that teacher-made webpage can provide to SHS learners, particularly in research subject.

Specifically, it seeks answer to the following questions:

- What is the mean academic performance of Grade 11 learners during SY 2020-2021 in Practical Research 1 subject?
- What is the mean academic performance of Grade 11 learners during the SY 2021-2022 in Practical Research 1 subject?
- What is the perception of learners to the creation of teacher-made website in terms of the following factors:

   a.   Correspondence or interactivity;
   b.   Clarity of content;
   c.   Graphics;
   d.   Relevancy of material; and
   e.   Teacher's accommodation to queries;? And
- Does teacher-made webpage significantly aid in producing quality academic performance in research subject?

2. Proposed Innovation, Intervention and Strategy

Teacher-created webpage is also known as correspondence, because it includes a section where student can send questions to teachers, who will then respond. What is the definition of correspondence? It is the primary medium of communication between two or more persons, whether in printed or digital form. It can be found in a variety of media, including letters, memos, e-mail messages, text messages, fax messages, voicemails, and notes. We will utilize email to respond to the pupils' questions in our state, and the teacher will respond in the same platform. Providing a query and receiving an answer can take place on separate days and at various times. The inquiry can be asked on Monday, and the teacher will respond on Tuesday. The link to the website portion, or part of the website, is also visible in the Weekly Home Learning Plan (WHLP), just as the QR code that is also pasted in the WHLP. So there are materials on the website that will assist learners every week, and students can submit questions to be answered. There are three (3) specific subjects that can be answered, statistics and probability, practical research and general mathematics. Here is the webpage that the teacher created.
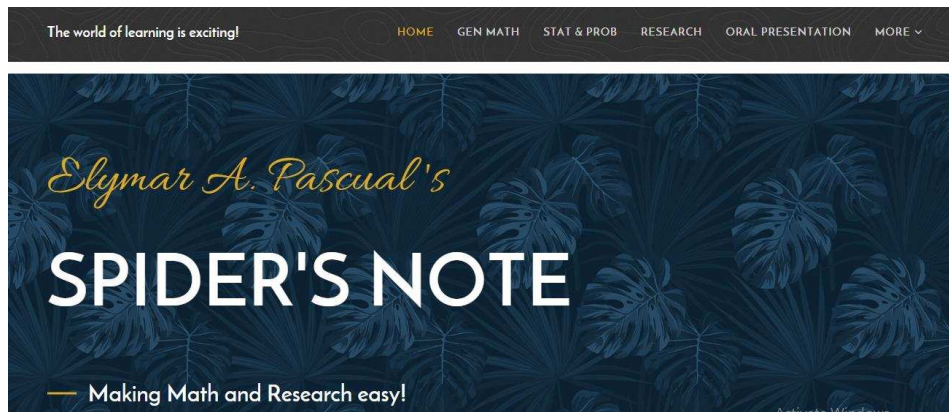
Through browsing this webpage, learners will have weekly supplemental material and they can clarify things that they have read from the module distributed to them. Whenever they failed to attend contents in module, the guides and supplemental materials can be browsed in the Webpage created by the teacher, and they can even provide questions directly from the Webpage, and the teacher will answer through email. Through that webpage, they can see sample researchers done by learners, in English language and Filipino as well. They can be motivated and guided by seeing supplemental materials presented in the Webpage, and they can browse anytime and anywhere. Browsing this website require a smaller amount of data compared to online meeting, browsing from You tube, or even downloading materials which are not necessary because the Website are readily available for browsing content.

3. Action Research Methods

An exploratory-sequential mixed approach will be employed in this study, with both quantitative and qualitative designs being applied. The exploratory sequential mixed methods design is defined by an initial qualitative data gathering and analysis phase, followed by a quantitative data collection and analysis phase, and a final phase of data integration or linking from the two independent strands of data.

3.1. Participants and/or other Sources of Data and Information

Talangan Integrated National High School has 48 learners in the ABM and GAS strands that will take part in the survey. ABM has ten (10) males and twenty-one (21) females, whereas GAS has thirteen (13) males and four (4) females. Because face-to-face interaction is not permitted, this study will rely on a Google Form. Their parents or guardians will also take part in the survey, which will be also conducted in the same platform and will be asked about their thoughts on the webpage created by the teacher that the children will use for additional knowledge and to have answers on such questions in this three subjects: (1) Practical Research, (2) Statistics and Probability and (3) General Mathematics. There will be a total of 25 Likert Scale questions that is required to be answered. A rating system known as a Likert-Scale is used to assess people's opinions, attitudes, and behaviors. Because they make it simple to operationalize personality traits or views, Liket-Scales are useful in survey research. While some queries demand an open answer such as statements or phrases.

Table 1. Total of male and female learners in grade 12 sections ABM and GAS

SECTION	MALE	FEMALE	TOTAL
ABM	12	21	33
GAS	12	6	18
OVERALL	24	27	51

It can be seen that the male and female learners of Grade 12 sections ABM and GAS are both separated in the table form. Section ABM has 12 males and 20 females. The total respondents of section ABM is 32, whereas section GAS has 11 males and 5 females. The total respondents of section GAS is 16. The overall respondents of sections ABM and GAS is 48. Also, the parents or guardians of Grade 12 sections ABM and GAS are also respondents too. Then, we will be asking their perceptions about the intervention by using the Google form that we will provide to them.

3.2. Data Gathering Methods

Since the focus of this study is investigating on the effect of Teacher-made Correspondence Website to the academic performance of learners, the researchers would first deal with obtaining the academic performance of learners in Practical Research 2 for the first quarter of school years 2020-2021 and 2021-2022. These academic performances were the ratings recorded in Form 138, or what is commonly known as Report Card. With those two sets of data will be used for a statistical treatment using t-test for independent means. Perception of learners and parents about online consultation will be analyzed through the responses in Google form containing the five factors to be investigated: correspondence or interactivity, clarity of content, graphics, relevancy of material, and teacher's accommodation to queries. Together with the close-ended, Likert-Scale system of rating these five factors, there will be an open-ended question, giving opportunity to parents and learners to express their opinion about the intervention which is the Teacher-made Correspondence Website.

3.3. Data Analysis

There are four action research questions, and this part of the action research proposal presents that manner in which data gathered will be analyzed:
Action Research Question # 1 – mean, standard deviation
Action Research Question # 2 – mean, standard deviation
Action Research Question # 3 – mean, standard deviation, thematic analysis
Action Research Question # 4 - t-test for independent samples
The formula for t-test on independent samples is presented below:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{s_1^2}{N_1} + \dfrac{s_2^2}{N_2}}}$$

T-test for independent samples is fitted for action research question # 4 because there are two different groups in which academic performance will be coming: the learners of Practical Research 2 last school year 2020-2021, and the learners of Practical Research 2 this school year 2021-2022. They are independent groups of learners, that is, the roll of students last year is different from this school year, but it is assumed that there is equal variance. Having equal variance can be attributed to the fact that there is just one standard in giving them academic performance rating, and that the rating have the same range of values.

4. Discussion of Results and Reflection

4.1. Academic Performance of Grade 11 SHS Learners without the Aid Teacher-made Correspondence Website

Table 2. Academic performance in practical research 2 for first quarter of school year 2020-2021

Academic Standing	Frequency	Percentage	Mean	SD
Outstanding (90-100)	5	12.20	94.20	1.48
Very Satisfactory (85-89)	16	39.02	87.19	1.52
Satisfactory (80-84)	11	26.83	82.36	1.43
Fairly Satisfactory (75-79)	7	17.07	77.14	1.21
Failed (below 75)	2	4.88	73.50	0.71
Overall	**41**	**100**	**84.37**	**5.77**

The table above shows the academic performance of Grade 11 learners during the first quarter of school year 2020-2021, when the teacher-made correspondence website was not yet being used by the learners. It can be seen that out of 41 learners taking Practical Research 2, the greatest percentage in academic performance can be seen under the category very satisfactory, which comprises grades from 85 to 89. The least percentage on the other hand goes to the learners with academic performance which is failed (grades which are below 75). With regards to the range which is 90 and to 100, this is the decision of the Department of Education to stretch the range because of the fact that adjustment has to be made during this time of pandemic in which both mental and psychosocial state of learners are affected. Those who attain 90 and above are already considered under Outstanding to acknowledge their effort and encourage them to keep going despite pandemic. The overall mean of the 41 learners taking Practical Research 2 is 84.37, interpreted as satisfactory, based from the range of scores. The standard deviations which are mostly greater than 1 signify heterogeneity of learners coming from two different strands – the General Academic Strand (GAS) and Accountancy Business and Management (ABM).

4.2. Academic Performance of Grade 11 SHS Learners with the Aid Teacher-made Correspondence Website

Table 3. Academic performance in Practical Research 2 for first quarter of school year 2021-2022

Academic Standing	Frequency	Percentage	Mean	SD
Outstanding (90-100)	22	43.14	93.75	3.32
Very Satisfactory (85-89)	11	21.57	86.32	1.40
Satisfactory (80-84)	12	23.53	82.21	0.69
Fairly Satisfactory (75-79)	6	11.76	75.00	0.55
Failed (below 75)	0	0.00	N/A	N/A
Overall	**51**	**100.00**	**87.23**	**6.93**

The table above shows the academic performance of Grade 11 learners during the first quarter of school year 2021-2022, when the teacher-made correspondence website is already being used by learners. There is considerably an increase of enrolment from last school year's 41 to this school year's 51, which is equivalent to 24.39 % increase. This can be attributed to the fact that many grade 11 completers who were formerly from other public school transferred to Talangan Integrated National High School. Another factor that might have caused the increase is the coming of returning students who stopped studying and decided to continue this school year. It can be seen that out of 51 who are taking Practical Research 2, the greatest percentage of learners' academic performance can be seen under the category outstanding, which comprises grades from 90 to 100. The change of greatest percentage from very satisfactory of last school year to outstanding this school year is noticeable. The least percentage on the other hand goes to the learners with academic performance which is failed (grades which are below 75). The overall mean of the 51 learners coming who are taking Practical Research 2 is 87.23, interpreted as very satisfactory, based from the range of scores. The increased from last school year to this school year's overall mean is once again noticeable. The standard deviations of the category group satisfactory and fairly satisfactory are good signs that these learners are having commonality or their grades are near each other. For other standard deviations which are greater than 1, they signify heterogeneity of learners coming from two different strands – the General Academic Strand (GAS) and Accountancy, Business and Management (ABM).

4.3. Correspondence or Interactivity

Table 4. Perception of SHS learners to the teacher-made website in terms of correspondence or interactivity

The teacher-made correspondence website…	Mean	SD	Interpretation
1. offers a way of communicating with the teacher.	4.38	0.70	Very Highly Satisfactory
2. has a feature of collecting feedback and queries of learners.	4.32	0.77	Very Highly Satisfactory
3. has portions that the learners can read and watch.	4.18	0.72	Highly Satisfactory
4. collects learners' queries and feedback in simple way.	4.21	0.84	Very Highly Satisfactory
5. returns to learners by providing them response to their feedback or query.	4.29	0.76	Very Highly Satisfactory
Average	4.28	0.76	Very Highly Satisfactory

Legend: 4.21 – 5.00   Very Highly Satisfactory
              3.41 – 4.20   Highly Satisfactory
              2.61 – 3.40   Satisfactory
              1.81 – 2.60   Fairly Satisfactory
              1.00 – 1.80   Unsatisfactory

The table above shows the evaluation of the Grade 12 ABM and GAS learners to the teachers made correspondence website, specifically on the benefits it creates to the learners. The 34 learners satisfies that the

teachers made correspondence website offers a way of communicating with the teacher, which a mean value of 4.38, standard deviation of 0.70, and an interpretation of very highly satisfactory. The feature of collecting feedback and queries of learners at a mean value of 4.33, SD of 0.77, interpreted as very highly satisfactory. Having portions that the learners can read and watch gained a mean value of 4.18, SD of 0.72, interpreted as highly satisfactory. Collects learners' queries and feedbacks in simple way gained a mean value of 4.21, SD of 0.84, interpreted as very highly satisfactory. Returns to learners by providing them response to their feedback or query gained a mean value of 4.29, SD of 0.76, interpreted as very highly satisfactory. The overall mean value of correspondence or interactivity with regards to the teachers made correspondence website benefits to the learners is 4.27, SD of 0.76, interpreted as very highly satisfactory. The standard deviation of mostly less than 1 implies harmony in the perception of the respondents.

4.4. Clarity of Content

Table 5. Perception of SHS Learners to the teacher-made website in terms of clarity of content

The teacher-made correspondence website…	Mean	SD	Interpretation
1. has supplemental materials which simplifies the topic by avoiding highly technical words.	4.38	0.70	Very Highly Satisfactory
2. has several pages that cater on different aspect of research assistance and dissemination.	4.32	0.77	Very Highly Satisfactory
3. has content which has proper spacing for ease in reading.	4.26	0.83	Very Highly Satisfactory
4. has sample research studies with clear parts.	4.44	0.66	Very Highly Satisfactory
5. has supplemental materials which can be read and understood in small amount of time.	4.29	0.80	Very Highly Satisfactory
	4.34	0.75	Very Highly Satisfactory

Legend: 4.21 – 5.00 Very Highly Satisfactory
          3.41 – 4.20 Highly Satisfactory
          2.61 – 3.40 Satisfactory
          1.81 – 2.60 Fairly Satisfactory
          1.00 – 1.80 Unsatisfactory

The table above shows the evaluation of the Grade 12 ABM and GAS learners to the teachers made correspondence website specifically on the clarity of its content. The 34 learners agree that teachers made correspondence website has supplemental materials which simplifies the topic by avoiding highly technical words, which a mean value of 4.38, standard deviation of 0.70, and an interpretation of very highly satisfactory. It has several pages that cater on different aspect of research assistance and dissemination was agreed by the respondents at a mean value of 4.32, SD of 0.77, interpreted as very highly satisfactory. Has content which has proper spacing for ease in reading gained a mean value of 4.26, SD of 0.83, interpreted as very highly satisfactory. Has simple research studies with clear parts gained a mean value of 4.44, SD of 0.66, interpreted as very highly satisfactory. Has supplemental materials which can be read and understood in small amount of time gained a mean value of 4.29, SD of 0.80, interpreted as very highly satisfactory. The overall mean value of perception of the respondents with regards to the clarity of contents that lay inside the teachers made correspondence website to the learners is 4.34, SD of 0.75, interpreted as very highly satisfactory. The standard deviation of mostly less than 1 implies harmony in the perception of the respondents.

4.5. Graphics

Table 6. Perception of SHS learners to the teacher-made website in terms of graphics

The teacher-made correspondence website…	Mean	SD	Interpretation
1. has friendly graphics which invites learners to read the content.	4.35	0.85	Very Highly Satisfactory

	Mean	SD	Interpretation
2. has font style and size that is readable.	4.47	0.71	Very Highly Satisfactory
3. has headings and subheadings for proper division of content.	4.41	0.66	Very Highly Satisfactory
4. has simple, yet appropriate pictures.	4.26	1.05	Very Highly Satisfactory
5. has color and design fit for the subject matter.	4.21	0.77	Very Highly Satisfactory
	4.34	0.81	Very Highly Satisfactory

Legend: 4.21 – 5.00 Very Highly Satisfactory
               3.41 – 4.20 Highly Satisfactory
               2.61 – 3.40 Satisfactory
               1.81 – 2.60 Fairly Satisfactory
               1.00 – 1.80 Unsatisfactory

      The table above shows the evaluation of the Grade 12 ABM and GAS learners to the teachers made correspondence website, specifically its graphics. The 34 learners satisfies that the teachers made correspondence website has friendly graphics which invites learners to read the content, which a mean value of 4.35, standard deviation of 0.85, and an interpretation of very highly satisfactory. Has font style and size that is readable at a mean value of 4.47, SD of 0.71, interpreted as very highly satisfactory. Has headings and subheadings for proper division of content gained a mean value of 4.41, SD of 0.66, interpreted as very highly satisfactory. Has simple yet appropriate pictures gained a mean value of 4.26, SD of 1.05, interpreted as very highly satisfactory. Has color and design fit for the subject matter gained a mean value of 4.21, SD of 0.77, interpreted as very highly satisfactory. The overall mean value of the teachers made correspondence website's graphic is 4.34, SD of 0.81, interpreted as very highly satisfactory. The standard deviation of mostly less than 1 implies harmony in the perception of the respondents.

4.6. Relevancy of Material

Table 7. Perception of SHS learners to the teacher-made website in terms of relevancy of material

The teacher-made correspondence website…	Mean	SD	Interpretation
1. aids in delivering the needed competency.	4.18	0.87	Very Highly Satisfactory
2. provides sample study or parts of the study.	4.41	0.74	Very Highly Satisfactory
3. has supplemental material that challenges students' thinking.	4.26	0.71	Very Highly Satisfactory
4. caters to both slow- and fast-paced learners.	3.97	0.90	Very Highly Satisfactory
5. offers broadness and depth of content that supplements module coming from DepEd.	4.24	0.70	Very Highly Satisfactory
	4.21	0.79	Very Highly Satisfactory

Legend: 4.21 – 5.00 Very Highly Satisfactory
               3.41 – 4.20 Highly Satisfactory
               2.61 – 3.40 Satisfactory
               1.81 – 2.60 Fairly Satisfactory
               1.00 – 1.80 Unsatisfactory

      The table above shows the evaluation of the Grade 12 ABM and GAS learners to the teachers made correspondence website, specifically on the relevancy of materials to the learners. The 34 learners satisfies that the teachers made correspondence website aids in delivering the needed competency, which a mean value of 4.18, standard deviation of 0.87, and an interpretation of very highly satisfactory. Provide sample study or parts of the study at a mean value of 4.41, SD of 0.74, interpreted as very highly satisfactory. Has

supplemental material that challenges students' thinking gained a mean value of 4.26, SD of 0.71, interpreted as very highly satisfactory. Caters to both slow- and fast-paced learners gained a mean value of 3.97, SD of 0.90, interpreted as very highly satisfactory. Offers broadness and depth of content that supplements module coming from DepEd gained a mean value of 4.24, SD of 0.70, interpreted as very highly satisfactory. The overall mean value of the teachers made correspondence website's relevancy of materials to the learners is 4.21, SD of 0.79, interpreted as very highly satisfactory. The standard deviation of mostly less than 1 implies harmony in the perception of the respondents.

4.7. Teachers' Accommodation of Queries

Table 8. Perception of SHS learners to the teacher-made website in terms of teachers' accommodation of queries

The teacher-made correspondence website…	Mean	SD	Interpretation
1. provides a special way of teacher-learner interaction.	4.26	0.83	Very Highly Satisfactory
2. allows the learners to send questions freely.	4.59	0.70	Very Highly Satisfactory
3. has teacher-mentor that answers politely the feedback and concern of learners.	4.50	0.66	Very Highly Satisfactory
4. provides one of many avenues to clarify difficult things regarding the lessons.	4.47	0.71	Very Highly Satisfactory
5. deals with feedbacks and queries of learners in short span of time.	4.41	0.74	Very Highly Satisfactory
	4.45	0.73	Very Highly Satisfactory

Legend: 4.21 – 5.00 Very Highly Satisfactory
3.41 – 4.20 Highly Satisfactory
2.61 – 3.40 Satisfactory
1.81 – 2.60 Fairly Satisfactory
1.00 – 1.80 Unsatisfactory

The table above shows the evaluation of the Grade 12 ABM and GAS learners to the teachers made correspondence website, specifically on the teachers' accommodation of queries. The 34 learners satisfies that the teachers made correspondence website provides a special way of teacher-learner interaction, which a mean value of 4.50, standard deviation of 0.66, and an interpretation of very highly satisfactory. Allows the learners to send questions freely gained a mean value of 4.59, SD of 0.70, interpreted as very highly satisfactory. Has teacher-mentor that answers politely the feedback and concern of learners gained a mean value of 4.18, SD of 0.72, interpreted as highly satisfactory. Provides one of many avenues to clarify difficult things regarding the lessons gained a mean value of 4.47, SD of 0.71, interpreted as very highly satisfactory. Deals with feedbacks and queries of learners in short span of time gained a mean value of 4.41, SD of 0.74, interpreted as very highly satisfactory. The overall mean value of teachers' accommodation of queries with regards to the teachers made correspondence website is 4.45, SD of 0.73, interpreted as very highly satisfactory. The standard deviation of mostly less than 1 implies harmony in the perception of the respondents.

4.8. Effect of the Use of Teacher-made Correspondence Website

Table 9. T-test of independent samples for difference between academic performances

Incident	Mean	SD	t-computed	t-critical	P-value	Decision
Without the aid of QR-Coded Supp. Mat.	84.37	5.77	-2.12	1.99	0.04	Significant
With the Aid	87.23	6.93				

of QR-Coded Supp. Mat.						

alpha = 0.05

The table above shows the t-test result for independent samples, highlighting the significant difference of means between the two groups. The difference of the mean performance of learners in Practical Research 2 last first quarter of school year 2020-2021 (84.37)and the mean performance of learners this school year 2021-2022 (87.23) is equal to 2.86. The higher standard deviation with the use of teacher-made correspondence website indicates a more varied academic performance, and it can be reasoned out by the fact that there are new students who came from other public institutions and returning students as well. The increase of 2.86 units in the academic performance is seen as significant because the absolute value of the t-computed (-2.12) is greater than the t-critical value (1.99). This is supported by the P-value (0.04) which is less than the alpha value (0.05). With 95% level of confidence, it can be said that the use of teacher-made correspondence website significantly affect the increase in academic performance.

The findings that result out of this study have similar result with the study made by Fidan (2017). The teachers' claim that the use of own-crafted correspondence website benefits both teachers and students is established. When learners browse the content of the website and as they communicate with the teacher through the website, academic performance is increased because the understanding or comprehension of learners is heightened. Teacher-made correspondence website enhances learners' skill and provides them with clearer view of the topic being taught by the teacher.

4.9. Qualitative Feedback on Insights of Learners on the Teacher-Made Correspondence Website

Table 10. Sample responses on the insights of teacher-made correspondence website

No.	Selected Responses
1	It is actually a good thing for student so that their concerns will be answered. Also, it's good for the teachers that some of their students concern will be known and answered.
2	The teacher-made correspondence website can help the learners to ask their confusion about the topic of Practical Research 2. Suggestion: It needs to improve on encouraging all the learners to use the teacher-made website.
3	Overall the website is good and helpful to me as a learner.
4	Teachers made website help me to understand and analyze the topic in practical research 2. It can help to learn more about research.
5	The website really helps me because it contains information or lectures that the module doesn't have. It widens my understanding to a specific topic
6	The teachers has to create an online orientation so they will know how's the students going in their module
7	When teacher making this kind of website teacher and students a connection with each other and helps students with their modules
8	It was good for students especially to the ones who don't really understand the topic or lessons.
9	Through the teacher made website, we can easily learn the lessons in our practical research and we can get tips in making the different parts of our study.
10	The website is very useful and helpful to students, because they can freely question the teacher.
11	This website are very useful to me and my classmate because of this we can put our suggestions about our module
12	Teachers always reliable
13	This teacher-made correspondence website, assist me in every task that we are doing. It makes the topic more understandable and it clarifies other things by giving examples. I really appreciate this websites because it really help
14	Mas gusto Ko pa pong matuto at Mas gusto ko pang maraming matutunan upang mas madame pa akong maintindihan na aral.
15	The meeting is good and clear for the speaker and listeners
16	My overall feedback to this teacher-made correspondence website is helpful to us.
17	The teacher-made website was helpful in learning on practical research.
18	Felt glad because we can clarify difficult and misunderstood things by them providing a consultation to us.
19	Is that it is beneficial for students like me, to know furthermore of our topic and an eye-opener for students that it is truly what we need in terms of studying especially in our subject PR2.
20	The teacher provided us more information that we must know.
21	It is very helpful for us

22	Hopefully each activity has clearer instructions and examples so that we can understand it faster.
23	great at teaching and guiding us when we don't know what to do
24	This is a big help for a working student like me
25	The website was very helpful in this time because we can keep our communication with our teacher through this website
26	We need our teacher's guidance to be able to make our study easier.
27	I'm thankful that my research teacher is always there to guide us and complete our research work and his way of teaching is helpful.

The table above shows selected, unique responses from the survey conducted, asking for qualitative response from the question, "What is your overall feedback with regards to the teacher-made correspondence website? The thirty-four participant learners were able to answer the survey. From the responses, the 2D-Word Cloud formed and the table of frequently appearing words are as follows:

Figure 1. 2D-word cloud of frequently appearing words on insights in teacher-made correspondence webpage

Table 11. Table of frequently appearing words on insights in teacher-made correspondence webpage

No.	Word	Frequency
1	teacher	13
2	students	8
3	Research	7
4	helpful	7
5	help	6
6	topic	6
7	good	5

Analyzing the frequently appearing words against the raw document response, the resulting first theme is thus formulated:

Theme 1 (Benefit for Learners):

Website is a very good help for learners in having a wide view of research topics.

Utilizing a teacher-made correspondence website benefits students in a variety of ways. It can assist learners in clarifying their concerns regarding a specific area on Practical Research 2. The website also aids in the analysis and comprehension of a topic in a student's specialized subject because it contains material or lectures that the module does not, so it helps on broadening the student's grasp of a certain topic. It will be especially beneficial to those who do not fully comprehend the module's content or lessons. This website supports students with all of their tasks. Because of the examples provided, the subject becomes more comprehensible and straightforward.

The second theme that is formulated out of the 2D-Word Cloud and its associated table of frequency appearing words is written on the next page:

Theme 2 (Benefit for teachers):

> Correspondence website is helpful for teachers in meeting the academic concerns of students.

The implementation of this website benefits not only the learners but also their educators. If the teacher is aware of his/her students' difficulties, he/she will be able to provide the appropriate and precise knowledge that the student needs. This platform is simple to build, and teachers with limited technological skills can accomplish it. Creating this can provide individuals especially teachers with more understanding about the topics and competency embedded in a curriculum as they discover the technology industry. This indicates that the teacher-made correspondence website benefits not just learners but also educators.

5. Reflection

Education is extremely important to all of us, but owing to the epidemic, all schools have been closed so that we can't have close contact with one another. Face-to-face classes are no longer available as a result of this restriction. Modular distance learning began, and many students were unable to understand the lectures that were written on their modules right away, which is why the author of this study established a teacher-made correspondence website. This platform can assist students in gaining a better grasp of their subject, specifically Practical Research 2, and they can also question their lecturers about any other concerns they may have. More lessons on the website could provide more information about the subject. Learners can also approach their teachers on this website to ask any questions and even get clarification on the lessons. Students can produce successful performance by using this website. This website, on the other hand, necessitates the use of the internet. Students can access this platform whenever they have a connection to the internet, but the best part is that it can be accessed even if they only have a little quantity of SIM load. The prevalent reality of the situation is that not all students are clever enough to understand the lessons they read instantaneously. This is the very reason why this study was undertaken – to reach out to information and guidance to students studying even in this moment of pandemic. Given the current environment and the manner in which students get more information on this platform, the teacher should never stop finding ways for knowledge to be available. This website can assist many students who are unable to comprehend the topics provided in their module. As an outcome, viewing this website offers for improved information in doing the student's output in research, and there was no need to leave anything down. Students should recognize their ability to improve their productivity, conviction, and interaction skills and begin to put forth commitment in their studies. The pandemic causes far too much misery, and education is one of the areas most affected. Modules are always there to guide us but we need more than that, the dilemma is, how can we learn more if we read less? Even in this circumstance, education should not be halted, and the teacher-made correspondence website: assistive tool in distance learning is one of the best solutions to our situation.

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