

USING A BOOKLET IN STUDENT'S UNDERSTANDING OF THE BOOK NOLI ME TANGERE

ROXANE P. EDEZA

roxane.edeza001@gmail.com
Laguna State Polytechnic University, Philippines

ABSTRACT

This study has to do with the use of a booklet in students' understanding of the book Noli Me Tangere and it is based on the experimental method. Use a questionnaire and examination to achieve the following objectives: (1) What is the level of understanding of the use of the booklet in the students' understanding of the work Noli Me Tangere based on the part according to the objective, content, and training?; (2) What is the level of using the booklet in the students' understanding of the work Noli Me Tangere based on the characteristics according to the appropriate design and structure?; (3) What is the performance level of the students based on the test?; (4) Does the use of the booklet have a significant effect on the student's understanding of the work Noli Me Tangere based on the level component on the student's performance?; (5) Does the use of the booklet have a significant effect on the student's understanding of the work Noli Me Tangere on the character level of the student's performance?

Based on the level of validation of the teachers in the use of the booklet in the students' understanding of the book Noli Me Tangere, all the indicators have an interpretation that strongly agrees. Therefore, the level of validation and understanding of the use of the booklet in the students' understanding of the work Noli Me Tangere is very high based on the objective content and practice. Regarding the level of understanding of the use of the booklet in the students' understanding of the work Noli Me Tangere based on the characteristic that according to the design, appropriateness, and structure, all the indicators have an interpretation that is strongly agreed upon. Therefore, the student's level of knowledge in using the booklet is very high in the student's understanding of the work of Noli Me Tangere.

In the general impression of the trend of the data, the use of the booklet had a significant effect on the student's understanding of the work of Noli Me Tangere. Based on the answer and conclusion of the following are the recommendations given. The booklet can be used by teachers and students of grade 9 as a reference or teaching tool to understand each chapter and developed their ability and skills in understanding the book Noli Me Tangere. Teachers are encouraged to develop teaching materials such as material developed by the analyst as an additional reference to the novel Noli Me Tangere. Because limited vocabulary and exercises used in the booklet in Noli Me Tangere, the analyst suggests that the teachers increase its content so that it can be used as a reference in Filipino by students from grade 9.

Keywords:

booklet, purpose, content, practice, suitability, design, structure

INTRODUCTION

In education, teaching materials are the key to effective teaching and learning. Teachers do not stop discovering and developing instructional teaching tools to meet the expected results or performance of the students. Books play an important role in teaching and learning. The book or book symbolizes wisdom and knowledge. From then until now, the book becomes the weapon of teachers' teaching and students' learning. Nowadays, many of today's students do not read books because of modern technology. It seems that when they see something to read, they are too lazy to read it. The choice of teaching equipment is one of the things that must be considered by the teacher so that the students learn effectively and quickly. There are many teaching aids that can be used and selected to suit each lesson. As a teacher, we will play the role of choosing the teaching tools that will be used to make the students learn faster and more effectively and meet the expected results or performance in each goal. Also, the choice of references used is important in teaching the lesson.

STATEMENT OF THE PROBLEM

This research answered the following questions:

1. What is the level of understanding of the use of the booklet in the student's understanding of the book Noli Me Tangere based on the part according to:
 - 1.1. purpose
 - 1.2. content; and
 - 1.3. activity?
2. What is the level of use of the booklet in the students' understanding of the work Noli Me Tangere based on the characteristics according to:
 - 2.1. suitability;
 - 2.2. design; and
 - 2.3. formation?
3. What is the performance level of the students based on the test?
4. Does the use of the booklet have a significant effect on the student's understanding of the work Noli Me Tangere based on the level component of the student's performance?
5. Does the use of the booklet have a significant effect on the student's understanding of the work Noli Me Tangere on the character level of the student's performance?

REVIEW OF RELATED LITERATURE

According to Read (2015) the use of books affects a person's success in his studies. This is because the book becomes a lot of input to the student even by simply reading it. It is also said that using the book as a discussion guide to make the discussion clearer adds to the way a student understands the discussion.

It was mentioned by Rahim et al. (2020), the book should be recognized as a type of teaching material. Its use is said to help improve the quality of education provided to students. Included in this are the so-called e-books which can still support the student by having reading material that can further expand his understanding of the lesson.

According to the analysis of UNESCO (2023), the use of books as a means of guiding learning should be recognized by all. This is said to help a student's efficiency which allows him to improve his

state in the classroom. Not only for students, but the book is also a guide for teachers that can be used to check the content of the discussion if it is correct and follows the curriculum needed.

According to Kartikasari (2017), the book is a type of reading material where the concepts of various discussions are given enough attention to be understood. Because of this, it can be said that the content of the reading materials has enough information to help students understand the discussions in the room. This helps students to sharpen their understanding and perspective about the things they read.

One of the research projects that provides a key perspective and lens to many studies is the research of Otto and Flournoy (2016), where it is said that printed reading materials are one of the most effective supports for students learning. This also adds to the quality of education provided by the school and teachers to students who have the initiative to study. This is because books or printed materials are intended to provide a lens of thought or understanding about something.

According to Bouslog (2019), the various methods used by teachers to ensure the learning of students play a role in the classroom. The strategy used by the teacher must be based on the needs of the students to cultivate learning in the lesson or information discussed. The strategy used is effective if the students are active in the discussion and they are able to apply the lesson.

According to Claas Wegner et al. (2013), due to the uniform flow in the education system that exists in the country, the students covered by it are expected to develop a higher level of autonomy and initiative in learning and unfolding and reading learning material because these initiatives begin and taught within the classroom. Because of this, it can be said that the students who received an effective strategy are able to voluntarily put into practice their views about learning so that they can understand the lesson or aim on their own.

As stated by Raba (2017) explains in his research that the use of different learning strategies has only two goals: (1) students understand the lesson quickly, and (2) students are more confused or have learned nothing students. It is important for the teacher to see what kind of learning strategies the students need. Was because these strategies fill the needs of students so that they can understand their lessons more easily.

Waleed et al. (2015), the use of different learning strategies also allows the lesson to capture the attention of students. It is important that the strategy used by the teacher also suits the interest and knowledge of the students so that it can better arouse the attention and participation of the students. It allows the students to learn and develop the purpose of the lesson is set.

Farver et.al (2013) identified home learning tools that can help students learn, these are books, printed materials, and educational toys. They believe that they provide opportunities and support to students to develop their literacy skills, motivation and positive attitude towards learning.

METHODOLOGY

The design used in this study is descriptive research. The use of the booklet was analyzed in the students' understanding of the work *Noli Me Tangere*. The research described the current situation of students with low grades in the Filipino subject. Using the questionnaire, the researcher conducted an interview or survey with students from the 9th level of Pagsanjan Integrated National High School.

The respondents of this study were the selected grade 9 students at Pagsanjan Integrated National High School. The respondents in this research were students from Grade 9 with a total number of one hundred and sixty-five (165) students, twenty each in the four (4) sections of grade 9 of Pagsanjan Integrated National High School.

The purpose Sampling Technique was used to select the respondents. From here it is intended to be chosen as the actual respondent in carrying out the application of data collection from them.

RESULT AND DISCUSSION

Table 1. Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Based on Objective

Mga Pahayag	Mean	SD	Puna
<i>Nakamit ang layunin na nakasaad sa librito</i>	4.50	0.53	Lubos na
<i>Tiyak ang layunin ng librito at angkop sa mga mag-aaral ng Baitang 9.</i>	4.48	0.59	Katanggap-tanggap
<i>Ang layunin ay may kaugnayan sa nilalaman ng librito.</i>	4.64	0.49	Lubos na
<i>Nasusukat ang layunin na nakapaloob sa librito</i>	4.64	0.53	Katanggap-tanggap
<i>Malinaw ang pagkakalahad ng layunin sa librito</i>	4.73	0.51	Lubos na
			Katanggap-tanggap

Overall Mean: 4.60

Standard Deviation: 0.54

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals the Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Based on Objective. At a very high level of understanding of the use of the booklet in the students' understanding of the work Noli me tangere based on the part according to the purpose the statement stating that the presentation of the purpose in the booklet is clear obtained ($M=4.73$, $SD=0.51$) while the statement that indicates that the objective is related to the content of the booklet and the statement that indicates that the objective contained in the booklet is measurable has ($M=4.64$ $SD=0.49$, 0.53). Although it was observed that a very high level of understanding of the use of the booklet in the students' understanding of the work Noli me tangere based on the objective part the statement with the lowest score is the purpose of the booklet is certain and appropriate among Grade 9 students there was ($M = 4.48$, $SD = 0.59$).

The weighted mean of 4.60, a standard deviation of 0.54 and it shows that the level of Comprehension of the Use of Librito in Students' Comprehension of the Work Noli Me Tangere Based on the Part according to the Objective has a comment of Very Acceptable and literal explanation very high.

Table 2. Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Content-Based Part

Mga Pahayag	Mean	SD	Puna
<i>Organisado ang bawat bahagi at may kaisahan</i>	4.58	0.54	Lubos na
<i>Ang nilalaman ay may tiyak na impormasyon.</i>	4.65	0.50	Katanggap-tanggap
<i>Nakakatulong ang nilalaman ng librito sa mabilis na pagkatuto ng mga mag-aaral.</i>	4.61	0.50	Lubos na
<i>Nakapagbibigay linaw ang nilalaman sa pagkaunawa ng bawat aralin.</i>	4.48	0.60	Katanggap-tanggap
<i>Malinaw at maayos ang pagkakalahad ng nilalaman ng librito</i>	4.50	0.54	Lubos na
			Katanggap-tanggap

Overall Mean: 4.56

Standard Deviation: 0.54

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Content-Based Part. here is an overall mean of 4.56 standard deviation of 0.54 and it shows that the level of Understanding of the Use of Booklet in Students' Comprehension of the Work Noli Me Tangere Based on the Objective Part has a comment of Very Acceptable- acceptable and literal explanation that is very high.

Meanwhile, at a very high-level Understanding of the Use of the Book and from the respondent's point of view, The students' knowledge of answering the exercises has been sharpened ($M=4.63$, $SD=0.53$) and The knowledge of the students has been sharpened students answering the exercises have ($M = 4.59$, $SD = 0.50$). Although it was observed that the level of Understanding of the Use of Booklet is very high, the statement with the lowest score is The exercises are based on the level of knowledge the students have ($M=4.46$, $SD=0.64$)

The weighted mean of 4.55 and a standard deviation of 0.58 and it is shown that the level of Understanding of the Use of Booklet in the Understanding of the Use of Booklet in Students' Comprehension of the Work Noli Me Tangere Based on the Basis according to Objective has a rating of Very Acceptable and a literal explanation of Very High.

Table 3. Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Part Based on Activity

Mga Pahayag	Mean	SD	Puna
<i>Ang mga pagsasanay ay nakabatay sa antas ng kaalaman ng mga mag-aaral</i>	4.46	0.64	Lubos na Katanggap-tanggap
<i>Nahahasa ang kaalaman ng mga mag-aaral sa pagsagot ng mga pagsasanay</i>	4.63	0.53	Lubos na Katanggap-tanggap
<i>Malinaw at maayos ang panuto sa pagsasanay.</i>	4.59	0.50	Lubos na Katanggap-tanggap
<i>Ang pagsasanay ay nakabatay sa bawat aralin</i>	4.58	0.63	Lubos na Katanggap-tanggap
<i>Nahahasa ang kaalaman ng mga mag-aaral sa pagsagot ng mga pagsasanay.</i>	4.50	0.57	Lubos na Katanggap-tanggap

Overall Mean: 4.55

Standard Deviation: 0.58

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals Level of Understanding of Using Booklet in Learning Student's Understanding of Noli Me Tangere Part Based on Activity. Based on the data obtained, the results clearly show that training is more helpful in students' understanding and learning. Here the students' knowledge is sharpened, the knowledge gained through use of the booklet is improved.

Meanwhile, At an extremely high level of Understanding of the Use of Libro and the respondent's perspective, Students' knowledge of answering exercises was obtained ($M=4.63$, $SD=0.53$), and Students' knowledge of answering exercises is available ($M = 4.59$, $SD = 0.50$). Although it is noted that the high level of Understanding of the Use of Libro is highly regarded the statement with the lowest score is that the exercises are based on the level of knowledge students are there ($M=4.46$, $SD=0.64$)

The weighted mean of 4.55, a standard deviation of 0.58 and shows that the level of Understanding of the Use of the Libro in Understanding the Use of Students in the Author Noli Me Tangere Based on the Purpose-by-Perms comment is Highly Acceptable and literally very high.

Table 4. Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Suitability

Mga Pahayag	Mean	SD	Puna
<i>Angkop ang librito sa edad at antas ng tagasagot.</i>	4.70	0.47	Lubos na
<i>Ang mga aralin sa librito ay tugma sa pagkatuto ng mga mag-aaral.</i>	4.44	0.62	Katanggap-tanggap
<i>Naaayon sa mabilis na pagkaunawa ng mga mag-aaral ang librito</i>	4.54	0.59	Lubos na
<i>Tama sa lebel ng kaalaman ng mga mag-aaral ang librito</i>	4.64	0.54	Katanggap-tanggap
<i>Ang librito ay angkop at magagamit sa pagtalakay ng aralin</i>	4.66	0.50	Lubos na

Overall Mean: 4.60

Standard Deviation: 0.55

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Suitability. (M = 4.70, SD = 0.47) and The book is suitable and useful for discussion of the lesson got (M = 4.66), SD=0.50) Although it was observed that very high-level Understanding.

In the very high level of Understanding of the Use of the Book and the view of the respondents, The book is suitable for the age and level of the respondent scored of the Use of the Booklet, the statement with the lowest score was The lessons in the booklet are compatible with the learning of the students have (M = 4.44, SD=0.62)

The weighted mean of 4.60, and a standard deviation of 0.55 and it is shown that the Level of Understanding of the Use of Librito in Students' Comprehension of the Book Noli Me Tangere Based on Characteristics according to Appropriateness has a comment of Very Acceptable and literal explanation very high.

Table 5. Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Design

Mga Pahayag	Mean	SD	Puna
<i>Ang disenyo ng librito ay nakakatulong sa pagkuha ng interes sa aralin</i>	4.61	0.56	Lubos na
<i>Ang librito ay may tamang pormat at teknikal</i>	4.64	0.55	Katanggap-tanggap
<i>Ang harap at likod ng librito ay may maayos na larawan, kulay at tipo o font.</i>	4.60	0.59	Lubos na
<i>Ang disenyo ng librito ay nakakatulong sa pagkuha ng interes sa aralin.</i>			Katanggap-tanggap
<i>Nakakaakit ang disenyo ng librito upang basahin at pag-aralan ito.</i>	4.66	0.52	Lubos na
<i>Nakapapakaw ng atensyon ang disenyo ng librito</i>	4.64	0.55	Katanggap-tanggap

Overall Mean: 4.63

Standard Deviation: 0.56

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Design. Meanwhile, With a very high level of Understanding of the Use of the Book, and in the view of the respondents, the design of the book is attractive to read and study it obtained ($M = 4.66$, $SD = 0.52$), and The booklet has the correct format and technical and the design of the booklet is attention-grabbing has ($M=4.64$, $SD=0.55$, 59). Although it was observed that a very high-level Understanding of the Use of the Booklet was, the statement with the lowest score is The front and back of the booklet have a proper picture, color and type or font there is ($M= 4.60$, $SD=0.59$)

The weighted mean of 4.63 and a standard deviation of 0.56 and it is shown that the Level of Understanding of the Use of Librito in Students' Understanding of the Book Noli Me Tangere Based on the Characteristics according to the Design has a comment that is the very acceptable and literal explanation that is extremely high.

Table 6. Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Formation

Mga Pahayag	Mean	SD	Puna
<i>Maganda at Kaaya-aya sa paningin ang pagkakabuo ng librito</i>	4.76	0.43	Lubos na Katanggap-tanggap
<i>Wasto ang pagkakabuo ng librito ng Noli Me Tangere sa mga mag-aaral</i>	4.64	0.49	Lubos na Katanggap-tanggap
<i>Maayos ang kabuuan ng librito mula sa mga bahagi hanggang sa mga katangian.</i>	4.67	0.50	Lubos na Katanggap-tanggap
<i>Ang kabuuan ng librito ay malaking tulong sa mga mag-aaral.</i>	4.65	0.49	Lubos na Katanggap-tanggap
<i>Ang pagkakabuo ng librito ay nakapagbibigay ng motibasyon sa mga mag-aaral upang pag-aralang mabuti ang aralin</i>	4.81	0.43	Lubos na Katanggap-tanggap

Overall Mean: 4.71

Standard Deviation: 0.47

Literal na paliwanag: Lubhang Mataas

Table 1 also reveals Level of Use of Booklet in Comprehension of the Student in the Work Noli Me Tangere Based on Characteristic by Formation. On the other hand, at a very high level of Understanding of the Use of the Booklet and from the respondent's point of view, The development of the booklet can motivate the students to study the lesson well and obtain ($M = 4.81$, $SD = 0.43$) and Beautiful and Visually pleasing the composition of the booklet has ($M = 4.76$, $SD = 0.43$).). Although it was noticed that very high level of Comprehension of the Use of the Booklet, the statement with the lowest score is Correct formation of the booklet of Noli Me Tangere among the students ($M=4.64$, $SD = 0.49$).

The weighted mean of 4.71 and a standard deviation of 0.47 and it is shown that the level of understanding of the use of Librito in the students' understanding of the work Noli Me Tangere Based on the characteristic that according to the formation has a comment of Very Acceptable and literal explanation very high. The development of the booklet is one of the factors that make the student's understanding and learning more complete.

Table 7. The performance level of students in the test

Marka	Kabuoan	Bahagdan	Mapaglarawang Katumbas
96 - 100	0	0.00	Dalubhasa

86 - 95		0.00	Malapit at halos pumantay sa Dalubhasa
66 - 85	86	52.12	Gumagalaw patungo sa Dalubhasa
35 - 65	79	47.88	Katamtamang Dalubhasa
15 - 34	02	0.00	Mababang Dalubhasa
5 - 14	0	0.00	Napakababang Dalubhasa
0 - 4	0	0.00	Hindi Dalubhasa
Total	165	100	
Weighted Mean		68.38	
Pinakamababang Marka		43	
Pinakamataas na marka		83	Kasiya-siya
Standard Deviation		5.85	

Table 1 also reveals The performance level of students in the test. In the analysis of the student's test, out of a total of one hundred and sixty-five (165) respondents, the score "66 to 85" obtained the highest number of eighty-six (86) or 52.12% of the total respondents. and has a descriptive equivalent of Good Enough the score "35 to 65" has a number of seventy-nine (79) or 47.88% of the total respondents and has a descriptive equivalent of Excellent.

The weighted mean (Weighted Mean=68.38, SD=5.85) and (lowest score = 43, highest score = 83) shows that the performance level of the students in the test has a descriptive equivalent of Adequate Good and has a literal satisfactory explanation. In the education system, the performance of students should be developed because it is the basis of their learning.

Table 8. Significant effect of using vthe Booklet on students' understanding of the book Noli Me Tangere based in part on student performance

Bahagi ng Librito	Antas sa Pagganap	t-stat	p-value	Analysis
<i>Layunin</i>	Talasalitaan	84.1597	0.0000	<i>Makabuluhan</i>
	Nilalaman	87.2784	0.0000	<i>Makabuluhan</i>
<i>Nilalaman</i>	Talasalitaan	84.7342	0.0000	<i>Makabuluhan</i>
	Nilalaman	88.7530	0.0000	<i>Makabuluhan</i>
<i>Pagsasanay</i>	Talasalitaan	85.6151	0.0000	<i>Makabuluhan</i>
	Nilalaman	81.9897	0.0000	<i>Makabuluhan</i>

Table 1 also reveals Significant effect of using vthe Booklet on students' understanding of the book Noli Me Tangere based in part on student performance. In this part, the Objective, Content, and Exercise part in the use of the booklet was observed to have a significant effect on the level part of the student's performance. In general, the p-values obtained are not greater than the 0.00 level of significance. And it also shows that the null hypothesis that "The use of the book has no significant effect on students' understanding of the work Noli Me Tangere based on the level of student's performance" should not be

accepted, and the alternative assumption is to accept that it shows that there is a “significant” effect between them.

Table 9. The significant effect of using the booklet on students' understanding of the book Noli Me Tangere is attributed in part to the performance level of the student

Katangian ng Librito	Antas sa Pagganap	t-stat	p-value	Analysis
<i>Kaangkupan</i>	Talasalitaan	84.1868	0.0000	<i>Makabuluhan</i>
	Nilalaman	86.2637	0.0000	<i>Makabuluhan</i>
<i>Disenyo</i>	Talasalitaan	83.6307	0.0000	<i>Makabuluhan</i>
	Nilalaman	86.7223	0.0000	<i>Makabuluhan</i>
<i>Pagkakabuo</i>	Talasalitaan	83.4912	0.0000	<i>Makabuluhan</i>
	Nilalaman	87.7529	0.0000	<i>Makabuluhan</i>

Table 1 also reveals The significant effect of using the booklet on students' understanding of the book Noli Me Tangere is attributed in part to the performance level of the student. Based on the data gathered it shows that "there is a significant effect of the use of the booklet on the students' understanding of the work Noli Me Tangere, in part on the level of the student's performance." At the 0.05 level of significance. It also shows that the null hypothesis that "The use of the book has no significant effect on the student's understanding of the work Noli Me Tangere based on the characteristics of the student's performance level" should not be accepted, and the alternative assumption is to accept that it shows that there is a “significant” effect between them.

CONCLUSION

Based on the findings, the following conclusion was drawn:

The study shows that "there is a significant effect of the use of the booklet on the students' understanding of the work Noli Me Tangere, in part on the level of the student's performance." At the 0.05 level of significance. It also shows that the null hypothesis that "The use of the book has no significant effect on the student's understanding of the work Noli Me Tangere based on the characteristics of the student's performance level" should not be accepted, and the alternative assumption is to accept that it shows that there is a “significant” effect between them.

RECOMMENDATIONS

Based on the outcome and conclusion of the study, the following suggestions were developed by the researcher:

1. Students can use the developed booklet to help to understand each chapter more quickly and develop their ability and skills in understanding the book Noli Me Tangere.
2. Parents will serve as a guide to help the student understand the importance of understanding the work.
3. Teachers are encouraged to develop teaching materials such as material developed by the analyst as an additional reference to the novel Noli Me Tangere. Because only limited vocabulary and exercises were used in the booklet in Noli Me Tangere, the researcher suggests the teachers increase its content so that it can be used as a reference in Filipino by students from grade 9. It can be used by

teachers in teaching and the rapid learning of students to be a guide to interactive discussion related to speeding up the discussion in each chapter.

4. In schools, teachers, parents, and students can conduct training activities and school activities together that can help encourage students to develop their ability and skills in understanding vocabulary, comprehension, and answering tasks.

5. The following researchers can conduct other related research regarding the adjustment of teaching materials to make the teaching materials more useful and comprehensive. It will be more helpful if you add practice and discussion that will help to make the students' understanding of each chapter more effective. The booklet has helped a lot in terms of expanding vocabulary and honing the lessons learned through practice. They can use and develop the strategy developed by the researcher material for the student's full learning in understanding the novel *Noli Me Tangere*.

ACKNOWLEDGEMENTS

The researcher would like to express her sincerest gratitude and appreciation to the following who have contributed greatly to make this study a reality:

First, to our Father God in Heaven, Jesus Christ, for the strength, knowledge, wisdom, and blessings.

Laguna State Polytechnic University, for having excellent staff who offer a homely and friendly atmosphere conducive for learning that made the author feel comfortable while this research was in progress.

Teresita C. Elayba, Ed. D., her thesis adviser, for his untiring support, valuable comments and suggestions.

Friends, co-workers, and students helped make this study a success.

The Selected Grade 9 Students of Pagsanjan Integrated National High School, for valuable cooperation as respondents of this study.

Friends, co-workers, and students helped make this study a success.

Nanay Bebe and Tatay Romy, her parents, Rex Ponce and Rochelle Ciriaco, her siblings for their love and moral support.

Arjay Edeza, her husband, for the unconditional love, moral and financial support in the pursuance of this study

And last but not the least, her daughters Xhanelle and Xhanaiah Edeza and her son Xyrone Jay Edeza for being her source of strength, happiness and inspiration.

REFERENCES

- Bouslog, M. (2019, August 7). Effective Teaching Strategies Used in Today's Classrooms. Graduate Programs for Educators. Retrieved from <https://www.graduateprogram.org/2019/08/teaching-strategies-used-in-todays-classroom/#:~:text=Teaching%20strategies%20play%20an%20important>
- Claas Wegner, Minnaert, L., & Strehlke, F. (2013). The importance of learning strategies and how the project "Kolumbus-Kids" promotes them successfully. *European Journal of Science and Mathematics Education*, 1(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1108220.pdf>
- Technology in Higher Education, 18(1). Retrieved from <https://doi.org/10.1186/s41239-021-00260-3>

- Farver, J., Xu Y., Lonigan C., Eppe S. (2013). The Home Literacy Environment and Latino Head Start Children's Emergent Literacy Skills. *Developmental Psychology*, 49(4), 775–791. Retrieved from doi:10.1037/a0028766
- Kartikasari. (2017). CHAPTER II LITERATURE REVIEW A. Reading Material. Retrieved from https://repository.ump.ac.id/4453/3/CHAPTER%20II_NUR%20FITRIA%20KARTIKASARI_PBI%2717.pdf
- Raba, A. (2017, January). THE IMPACT OF EFFECTIVE TEACHING STRATEGIES ON PRODUCING FAST AND GOOD LEARNING OUTCOMES. ResearchGate. Retrieved from https://www.researchgate.net/publication/313119495_THE_IMPACT_OF_EFFECTIVE_TEACHING_STRATEGIES_ON_PRODUCING_FAST_AND_GOOD_LEARNING_OUTCOMES
- Rahim, Suherman, & Muttaqin. (2020). Exploring the effectiveness of e-book for students on learning material: a literature review. IOP Publishing; *Journal of Physics: Conference Series*. Retrieved from <https://iopscience.iop.org/article/10.1088/1742-6596/1481/1/012105/pdf>
- Read, T. (2015). Textbooks, Teaching and Learning Materials, and Learning Achievement. Where Have All the Textbooks Gone?: Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa, 17–36. Retrieved from https://doi.org/10.1596/978-1-4648-0572-1_ch1
- UNESCO. (2023, January 12). Learning and teaching materials | Unesco IIEP Learning Portal. IIEP Learning Portal. <https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/learning-and-teaching-materials>
- Waleed, N., Zohud, I., Abdul, K., Igbaria, F., Aqel, & Language, E. (2015). Teaching Strategies and their Role on Students' Engagement in Learning English. Retrieved from <https://a/scholar.najah.edu/sites/default/files/Nedaa%20Waleed%20Izzat%20Zohud0.pdf>
- Otto, H. J., & Flournoy, F. (1956). Printed Materials. *Review of Educational Research*, 26(2), 115–124. Retrieved from <https://doi.org/10.2307/1168835>