

Contextualized Supplementary Material on Enhancing Students' Focus and Performance Skills in English

Joliena Marbida Ching

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: marbidajoleina01@gmail.com

Abstract— This study aimed to determine the Contextualized Supplementary Material on Enhancing Student's Focus and Performance Skills in English. Specifically, it sought to answer the following questions: 1. What is the level of Components' Contextualized Supplementary Material? 2. What is the level of Features' Contextualized Supplementary Material? 3. What is the level of Students' Focus Skills? 4. What is the level of Students' Performance Skills? 5. Is there a significant difference between Students' Performance Skills? 6. Is there a significant relationship between Contextualized Supplementary Material and the Students' Focus Skills? 7. Is there a significant effect between Contextualized Supplementary Material on the Students' Performance Skills in English? This study employed a descriptive-correlational research design using a quantitative approach. The respondents of the study were 150 Students selected using purposive sampling. The study utilized: self-survey questionnaire and teacher-made test. The data gathered were analyzed using appropriate statistical tools. The Contextualized Supplementary Material (Components and Features) attained a remark of Strongly Agree interpreted as Highly Accepted, The Students' Focus Skills attained a remark of Strongly Agree interpreted as Highly Focus Skilled. The Students' Performance Skills both Formative and Summative Test were interpreted as Outstanding. There was a significant difference between Students' Performance Skills in English in terms of Formative Test and Summative Test. Thus, the null hypothesis was rejected. There was a Significant relationship between the Contextualized Supplementary Materials in terms of Components with regards to Illustrations and the Students' Focus Skills in terms of Attention. Thus, the null hypothesis was rejected. There was a significant effect between Contextualized Supplementary Material. In terms of Features of the material, only the "Objectives" on the Students' Performance Skills in terms of Formative demonstrated a statistically significant effect. Thus, the null hypothesis was rejected. The following recommendations were given: Teachers may continue to utilize and further enhance the Materials and Students may encourage to actively engage in this activity. School administrators may continue upskilling the teachers for each grade level as reading teachers in developing the Material. Developers may prioritize the use of illustrations and visual elements. Lastly, Future Researchers may use this study as their reference.

Keywords— Contextualized, literacy, focus skills, intervention, supplementary material.

I. INTRODUCTION

Department of Education's most wide-scale attempts to arrest students' declining reading comprehension skills was the rationale of various reading interventions to achieve quality reading instruction which all teachers were facing challenges

to provide since at least 90% of Filipino children aged 10 struggle to read or understand simple sentences. OECD (2024) cited that during the learning process learners should be able think creatively when they are about to express ideas. This concern was directly related to instructional approaches, learning tasks, school activities and other curriculum features of the education system which serves best for student intended learning outcomes.

Based on the Program for International Student Assessment (PISA) results on reading comprehension through creative and critical thinking skills, Filipino students placed on the bottom four among sixty- four (64) countries, which was also below the Organization for Economic Cooperation and Development average score (Castro et al., 2023).

Many of these challenges reveal long-standing gaps in literacy instruction that continue to affect learners across grade levels, even as teachers are increasingly expected to integrate approaches that nurture creative thinking and critical reasoning in everyday reading activities. These growing expectations also place added pressure on educators who must balance curriculum demands with the diverse needs of their students.

In the Philippines, literacy development was a key priority in the national education agenda. The 1987 Philippine Constitution, Article XIV, Section 1, explicitly states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." This constitutional mandate emphasized the importance of developing strong literacy programs that equip students with the skills needed to become proficient readers. However, despite various initiatives aimed at improving literacy, reading comprehension remained a persistent challenge among Filipino students, particularly in secondary education.

Reading was the foundation for all learning, allowing students to access and understand content across subjects. Strong reading comprehension skills enabled learners to analyze information, synthesize ideas, and critically engage with texts skills essential for academic achievement and lifelong learning.

However, despite the recognized importance of reading, many students in the Philippines struggled with reading comprehension, particularly in English, which served as the medium of instruction for several core subjects. Moreso,

despite various initiatives aimed at improving literacy, reading comprehension remained a persistent challenge among Filipino students, particularly in secondary education. These ongoing difficulties highlight the need for more responsive literacy interventions that can better support learners in developing stronger comprehension skills across secondary education.

Recognizing the urgent need for effective reading interventions, the supplementary contextualized material in Grade 7 English was developed as a reading intervention designed as a supporting material in enhancing the reading comprehension skills of Grade 7 students. This initiative was grounded in the understanding that reading was not solely a cognitive process but also an emotional and psychological experience.

The researcher chose to do this research because she thought further attention must be given to the low-performing students and those who fall under frustration level in Reading Assessment to provide them with supplementary intervention materials and strategies in English class.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the Contextualized Supplementary Material on Enhancing Students' Focus and Performance Skills in English.

Specifically, it sought to answer the following questions:

1. What is the level of Contextualized Supplementary Material in terms of Components with regards to:
 - 1.1 Objectives;
 - 1.2 Contents; and
 - 1.3 Activities?
2. What is the level of Contextualized Supplementary Material in terms of Features with regards to:
 - 2.1 Design;
 - 2.2 Illustrations and;
 - 2.3 Layout?
3. What is the level of Students' Focus Skills in English in terms of:
 - 3.1 Attention;
 - 3.2 Engagement; and
 - 3.3 Concentration?
4. What is the level of Students' Performance Skills in English in terms of:
 - 4.1 Formative Test; and
 - 4.2 Summative Test?
5. Is there a significant difference between the Students' Performance Skills in English in terms of Formative Test and Summative Test?
6. Is there a significant relationship between the Contextualized Supplementary Material and the Students' Focus Skills in English?
7. Is there a significant effect between the use of Contextualized Supplementary Material on the Students' Performance Skills in English?

II. METHODOLOGY

This study employed a descriptive-correlational research design using a quantitative approach. The respondents of the study were 150 Students selected using purposive sampling. The study utilized: self-survey questionnaire and teacher-made test. The data gathered were analyzed using appropriate statistical tools.

III. RESULTS AND DISCUSSION

This part dealt with the presentation, analysis, and interpretation of data. It presented the data gathered about the Contextualized Supplementary Material on the Students' Focus Skills and Performance in English.

Level of Contextualized Material in terms of Components

In this study, the level of Contextualized Supplementary Material refers to Components refers to Objectives, Contents, and Activities.

The level of contextualized Supplementary Material in terms of Components was shown in the following table, which presents the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of respondents. The level of Contextualized Supplementary Material in terms of Components with regards to Objectives that the highest rated statement among the objectives is the material's ability to "help in reading interest," which garnered a (M = 4.93, SD=0.53), interpreted as Strongly Agree. This was followed closely by the objective to "improve reading habit" with a (M=4.82, SD=0.43).

Furthermore, the statements that "support my understanding of the lessons in my grade level" (M=4.75, SD=0.60), "develop reading comprehension level" (M= 4.69, SD = 0.61), and "assist to become creative" (M= 4.65, SD = 0.53), all received Strongly Agree remarks. The low standard deviation across all statements suggested a high level of consensus among the students as the respondents.

Table 1 showed the level of Contextualized Material in terms of Components with regards to Objectives.

Table 1. Level of Contextualized Supplementary Material in terms of Components with regards to Objectives

Statement	Mean	SD	Remarks
The objectives of the supplementary materials...			
...assist to become creative	4.65	0.53	Strongly Agree
...develop reading comprehension level	4.69	0.61	Strongly Agree
...support my understanding of the lessons in my grade level	4.75	0.60	Strongly Agree
...help in reading interest	4.93	0.29	Strongly Agree
...improve reading habit	4.82	0.43	Strongly Agree
Weighted Mean	4.77		
SD	0.52		
Verbal Interpretation	Highly Accepted		

The level of Contextualized Supplementary Learning Material in terms of components with regards to Objectives attained a weighted mean score of 4.77 and a standard

deviation of 0.52 and was verbally interpreted as Highly Accepted among the respondents.

These results implied that the contextualized nature of the materials were highly acceptable in engaging students, likely because the content resonates with their local experiences, thereby fostering a more intrinsic motivation to read. This held true to the actual observation in the field that being part of differentiated instruction, the supplementary material aimed to support and improve the reading habits of the students. The data supported that the supplementary materials were not only engaging but also functionally effective in achieving core academic goals, particularly in comprehension and lesson mastery. The data indicated an overwhelmingly positive response across all statements, this suggested that the objectives of the material were clearly defined and effectively met the pedagogical needs of the students.

Table 2 presented Contextualized Material in terms of Components with regards to Contents that the highest-rated statement was the content's ability to "practice solving problems," which achieved a (M=4.79, SD = 0.51). This was closely followed by the provision of an "introduction before the new lesson" with a (M= 4.78, SD = 0.42) and the use of "activities that are not confusing" at (M=4.77, SD = 0.48). These scores indicated that the material was not only clear and logically sequenced but also fostered higher-order thinking skills through problem-solving exercises. Other statements also received strong support, with "constructing meaningful sentences" earning a (M= 4.71, SD=0.59) and the content "showing more creativity" receiving a (M=4.69, SD=0.66). All statements were met with a remark of Strongly Agree.

Table 2 showed the level of Contextualized Supplementary Material in terms of Components with regards to Contents.

Table 2. Level of Contextualized Supplementary Material in terms of Components with regards to Contents

Statement The content...	Mean	SD	Remarks
...uses activities that are not confusing	4.77	0.48	Strongly Agree
...shows more creativity	4.69	0.66	Strongly Agree
...practices solving problems	4.79	0.51	Strongly Agree
...constructs meaningful sentences	4.71	0.59	Strongly Agree
...provides introduction before the new lesson	4.78	0.42	Strongly Agree
Weighted Mean	4.75		
SD	0.54		
Verbal Interpretation			Highly Accepted

The level of Contextualized Material in terms of Components with regards to Contents attained a weighted mean score of 4.75 and a standard deviation of 0.54 and verbally interpreted as Highly Accepted among the respondents.

The overall interpretation suggested that the supplementary material was viewed as a high-quality instructional tool that promoted clarity, creativity, and practical application in the learning process. The high level of acceptance suggests that

the structural and pedagogical design of the content aligned effectively with the students' needs and cognitive capabilities.

Table 3 showed the level of Contextualized Material in terms of Components with regards to Activities.

Table 3. Level of Contextualized Supplementary Material in terms of Components with regards to Activities

Statement The activities...	Mean	SD	Remarks
...demonstrate real life situations	4.72	0.54	Strongly Agree
...describe local stories	4.77	0.54	Strongly Agree
...identify meaningful experience	4.71	0.60	Strongly Agree
...connect the stories personal experience	4.73	0.57	Strongly Agree
...encourage teamwork	4.82	0.42	Strongly Agree
Weighted Mean	4.75		
SD	0.54		
Verbal Interpretation			Highly Accepted

The level of Contextualized Material in terms of components with regards to Activities attained a weighted mean score of 4.75 and a standard deviation of 0.54 and verbally interpreted as Highly Accepted among the respondents.

The highest-rated statement indicated that the activities "encourage teamwork," garnering a (M=4.82, SD=0.42) with a remark of Strongly Agree. This suggested that the material successfully fosters collaboration among students. Furthermore, the activities were noted for their ability to "describe local stories" (M=4.77, SD=0.54), "connect the stories personal experience" (M= 4.73, SD=0.57), and "demonstrate real life situations" (M= 4.72, SD=0.54). The statement "identify meaningful experience" also received a (M=4.71, SD=0.60).

The overall findings from Table 3 suggested that the contextualized activities were successful in creating a bridge between classroom learning and the actual lived experiences of the students. By utilizing local narratives and promoting collaborative problem-solving, the materials helped students find personal meaning in their education, which was a hallmark of effective contextualization. The learning material offered relevant content with its authenticity as it encouraged and collaborated among learners. It made the learning process more active and enjoyable. This indicated that the activities were perceived as highly effective and relevant to the students' context and social development.

Level of Contextualized Supplementary Material in terms of Features

In this study, the level of contextualized supplementary material in terms of features referred to Designs, Illustrations, and Layout.

The level of contextualized supplementary material was revealed in the following table, which presented the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 4 showed the Level of Contextualized Supplementary Material in terms of Features with regards to Designs.

Table 4. Level of Contextualized Supplementary Material in terms of Features with regards to Design

Statement	Mean	SD	Remarks
The designs used in supplementary material...			
...construct artistic designs are interesting	4.75	0.49	Strongly Agree
...express connections of the drawings in the material	4.69	0.65	Strongly Agree
...select readable text	4.76	0.53	Strongly Agree
...choose wider spaces in between texts help me in my reading	4.85	0.40	Strongly Agree
...construct artistic designs are interesting	4.85	0.36	Strongly Agree
Weighted Mean	4.78		
SD	0.50		
Verbal Interpretation	Highly Accepted		

The level of Contextualized Material in terms of Features with regard to Designs attained a weighted mean score of 4.78 and a standard deviation of 0.50 and verbally interpreted as Highly Accepted among the respondents.

Table 4 revealed a detailed analysis of the Contextualized Material in terms of Features with regard to Designs showed that "choosing wider spaces in between texts" and "constructing interesting artistic designs" both received the highest mean score of 4.85. The low standard deviations of 0.40 and 0.36 respectively suggested a strong consensus among respondents that these specific design choices significantly aided in reading and engagement. Furthermore, the selection of "readable text" garnered a (M=4.76, SD = 0.53), while "expressing connections of the drawings in the material" received a (M=4.69, SD= 0.65). All individual statements received a remark of Strongly Agree.

In summary, this indicated that the physical and visual layout of the material was exceptionally well-suited to the needs of the students, facilitating an accessible and aesthetically pleasing reading experience. These results implied that the design of the supplementary material was not merely decorative but functional. By prioritizing readability through spacing and interesting visuals, the material successfully reduced cognitive load and maintained student interest, which were critical factors in the effectiveness of contextualized instructional tools. This thoughtful arrangement allowed learners to navigate the text with ease and remain focused on the content. As a result, the material supported smoother comprehension and encouraged more consistent engagement during reading activities.

Table 5 showed the Level of Contextualized Supplementary Material in terms of Features with regards to Illustrations.

The level of Contextualized Material in terms of Features with regard to Illustrations attained a weighted mean score of 4.86 and a standard deviation of 0.40 and verbally interpreted as Highly Accepted among the respondents.

Moreover, the level of Contextualized Material in terms of Features with regards to Illustrations that the statements reflecting that illustrations "create drawings, pictures fit my age as a Grade 7 learner" and "design pictures about my culture" both received the highest mean score (M=4.91, SD =

0.28). These results suggested that the materials were highly successful in achieving contextualization by aligning visual content with the cultural background and developmental stage of the students. Other strong statements included the application of "pleasing pictures" (M=4.86, SD=0.43) and prioritizing an "enough number of illustrations" to aid in learning (M=4.85, SD=0.45). Furthermore, the statement that illustrations "model simplicity and attractiveness" garnered a (M = 4.77, SD = 0.49). All indicators were met with a remark of Strongly Agree.

Table 5. Level of Contextualized Supplementary Material in terms of Features with regards to Illustrations

Statement	Mean	SD	Remarks
The illustrations...			
...model simplicity and attractiveness	4.77	0.49	Strongly Agree
...apply pleasing pictures	4.86	0.43	Strongly Agree
...prioritize enough number of illustrations that helps me learn my lesson well.	4.85	0.45	Strongly Agree
...create drawings, pictures fit my age as a Grade 7 learner	4.91	0.28	Strongly Agree
...design pictures about my culture	4.91	0.28	Strongly Agree
Weighted Mean	4.86		
SD	0.40		
Verbal Interpretation	Highly Accepted		

The level of Contextualized Material in terms of Features with regard to Illustrations indicates that the visual elements within the supplementary material were exceptionally well-received and effectively supported the educational experience of the target learners. The overall interpretation suggested that the illustrations were not merely aesthetic additions but were functional tools that enhance relatability and lesson mastery through cultural relevance and age-appropriate design. Grade 7 Students were visual learners; they learned better with the presence of pictures and illustrations. However, it was evident that the contextualized material still had to improve in providing more pleasing pictures to further enhance attractiveness

Alongside the existing MATATAG curriculum textbooks, the contextualized material served the diverse learning styles, improved reading comprehension and focus skills, and provided students with real-life experiences while reading.

Table 6 showed the Level of Contextualized Supplementary Material in terms of Features with regard to Layout.

The level of Contextualized Material in terms of Features with regard to Layout attained a weighted mean score of 4.79 and a standard deviation of 0.50 and verbally interpreted as Highly Accepted among the respondents.

A detailed analysis of the indicators showed that the highest (M= 4.87, SD= 0.43) was awarded to the material's ability to "combine fonts that are readable," receiving a remark of Strongly Agree. This was followed by the "proper pages and title page" with a (M=4.80, SD=0.56). Furthermore, the indicators for "maximizing spaces in between sentences" and "valuing shorter paragraphs" both received a M=4.79, the low standard deviations of 0.48 and 0.47 respectively suggested a

strong consensus among respondents suggesting that the layout successfully minimized visual clutter to prevent cognitive overload.

Table 6. Level of Contextualized Supplementary Material in terms of Feature with regards to Layout

Statement	Mean	SD	Remarks
The layouts presented in Supplementary Materials...			
...make up appealing cover page	4.72	0.56	Strongly Agree
...estimate proper pages and title page	4.80	0.56	Strongly Agree
...combine fonts that are readable	4.87	0.43	Strongly Agree
maximize spaces in between sentences so that they are not too tight	4.79	0.48	Strongly Agree
...value shorter paragraphs	4.79	0.47	Strongly Agree
Weighted Mean	4.79		
SD	0.50		
Verbal Interpretation	Highly Accepted		

Meanwhile, the statement that "making up an appealing cover page" received a (M=4.72, SD=0.56), which also fell under the Strongly Agree category. These results, as presented in Table 6 implied that the layout was a critical component of the material's effectiveness. By focusing on typography, spacing, and logical page sequencing, the material ensured that the technical presentation supports rather than hinders the learning process.

Overall, this indicated that the organizational and structural formatting of the supplementary material was exceptionally well-aligned with the needs of the learners, facilitating a smooth and accessible reading experience. This coherence in structure allowed learners to follow the content more intuitively, helping them stay focused throughout the activity.

Level of Students' Focus Skills in English

In this study, the level of Students' Focus Skills in English referred to Attention, Engagement, and Concentration.

The level of Students' Focus Skills in English was illustrated in the following table, which summarized the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 7 showed the level of Students' Focus Skills in English in terms of Attention.

Table 7. Level of Students' Focus Skills in English in terms of Attention

Statement	Mean	SD	Remarks
The contextualized material helps me improve my attention because I can...			
...relate to situations and stories in the material	4.91	0.29	Strongly Agree
...adapt to become creative thinker	4.72	0.59	Strongly Agree
...learn the lesson well	4.74	0.62	Strongly Agree
...motivate myself to use the material	4.85	0.45	Strongly Agree
...examine learning and memory	4.90	0.32	Strongly Agree
Weighted Mean	4.86		
SD	1.13		
Verbal Interpretation	Highly Focus Skilled		

The level of Students' Focus Skills in English in terms of Attention attained a weighted mean score of 4.86 and a standard deviation of 1.13 and verbally interpreted as Highly Focus Skilled among the respondents.

The highest-rated indicator in this set was the ability to "relate to situations and stories in the material," which earned a (M= 4.91, SD=0.29). This was closely followed by the ability to "examine learning and memory" (M=4.90, SD = 0.32). These results suggested that when students see themselves or their environments reflected in the curriculum, their attention was naturally sustained, and they become more meta-cognitively aware of their own learning and memory processes. Other indicators also received strong support, including "motivate myself to use the material" (M= 4.85, SD=0.45), "learn the lesson well" (M=4.74, SD=0.62), and "adapt to become a creative thinker" (M=4.72, SD=0.59). All statements were met with Strongly Agree remarks. The data implied that the contextualized supplementary material serves as more than just a reading tool; it functions as a motivational aid that helped students regulate their focus and transition into more complex modes of thinking.

Overall, the standard deviation of 1.13 showed a broader spread of responses compared to previous tables, the overall trend remains exceptionally high, suggesting that contextualization was a powerful catalyst for maintaining student engagement and cognitive focus. This finding further emphasized that students responded positively to the material's structure, allowing them to stay attentive throughout the activity.

Table 8 showed the level of Students' Focus Skills in English in terms of Engagement.

Table 8. Level of Students' Focus Skills in English in terms of Engagement

Statement	Mean	SD	Remarks
The contextualized supplementary material contributes to my learning engagement to...			
...prove that the activities are interesting	4.83	0.40	Strongly Agree
...influence my eagerness to read	4.70	0.59	Strongly Agree
...disprove boredom	4.66	0.69	Strongly Agree
...discover real life situations	4.82	0.48	Strongly Agree
...interpret given stories in the material based in my own experiences	4.83	0.39	Strongly Agree
Weighted Mean	4.77		
SD	0.53		
Verbal Interpretation	Highly Focus Skilled		

The level of Students' Focus Skills in English in terms of Engagement attained a weighted mean score of 4.77 and a standard deviation of 0.53 and verbally interpreted as Highly Focus Skilled among the respondents.

The level of Students' Focus Skills in English in terms of Engagement can be seen when taking a closer look at the individual statement showed that students strongly agreed that the material allowed them to "interpret given stories in the material based on my own experiences" and "prove that the activities are interesting," both garnering the highest mean scores of 4.83. The low standard deviations of 0.39 and 0.40

respectively suggested a strong consensus among respondents. These were followed by the ability to "discover real life situations" with a (M=4.82, SD=0.48). The results indicated that the materials' strength lies in their relatability and the intrinsic interest generated by the activities, which directly influenced student engagement.

Moreover, statements such as "influence my eagerness to read" (M= 4.70, SD=0.59) and "disprove boredom" (M=4.66, SD=0.69) also received Strongly Agree remarks. The relatively low standard deviations across all items reflect a high level of consistency in student responses.

Overall, this suggested that the contextualized supplementary material was highly effective in fostering active participation and sustaining student interest during the learning process. The data supported the contextualization effectively mitigates students' disengagement by connecting academic content to students lived realities, thereby promoting a more vigorous and focused learning environment.

Table 9 showed the Level of Students' Focus Skills in English in terms of Concentration.

Table 9. Level of Students' Focus Skills in English in terms of Concentration

Statement	Mean	SD	Remarks
The contextualized supplementary material helps improve my concentration through...			
...elaborate activities	4.75	0.53	Strongly Agree
...activities are easy to understand	4.78	0.50	Strongly Agree
...work on learners' independence in reading.	4.71	0.65	Strongly Agree
... justify interest in the lesson	4.75	0.53	Strongly Agree
...recognized ease of answering the tasks in the text.	4.85	0.40	Strongly Agree
Weighted Mean	4.77		
SD	0.53		
Verbal Interpretation			Highly Focus Skilled

The level of Students' Focus Skills in English in terms of Concentration attained a weighted mean score of 4.77 and a standard deviation of 0.53 and verbally interpreted as Highly Focus Skilled among the respondents.

Table 9 presented the Students' Focus Skills in English specifically in terms of Concentration. A detailed analysis of the statements showed that the highest mean score of (M=4.85, SD = 0.40) was achieved for the "recognized ease of answering the tasks in the text." This was followed by the remark that the "activities are easy to understand" with a mean of (M=4.78, SD = 0.50). These results suggested that the clarity and accessibility of the contextualized content significantly reduce cognitive friction, allowing students to direct their full mental energy toward the lesson at hand.

Furthermore, indicators such as providing "elaborate activities" and the ability to "justify interest in the lesson" both received mean scores of (M=4.75, SD=0.53). The low standard deviations suggested a strong consensus among respondents. The objective to "work on learners' independence in reading" also earned a strong mean of (M=4.71, SD=0.65). All individual items were met with a remark of Strongly Agree.

Overall, this indicated that the contextualized supplementary material was exceptionally effective in helping students maintain deep focus and clarity during their academic tasks. The overall findings implied that when instructional materials were localized and structured for ease of use, students experience a higher level of concentration and were better equipped to work independently, thereby strengthening their overall focus skills in English.

Level of Students' Performance Skills

In this study, the level of students' Performance skills referred to Formative Test and Summative Test.

The following tables were presented the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 10. Level of Students' Performance Skills in terms of Formative test

Raw Score	Formative Test		Descriptive Equivalent
	f	%	
33-40	124	82.67 %	Outstanding
25-32	26	17.33 %	Very Satisfactory
17-24	0	0 %	Satisfactory
9-16	0	0 %	Fairly Satisfactory
			Needs Improvement
1-8	0	0 %	
Total	150	100 %	
Weighted Mean	33.03		
SD	2.80		
Verbal Interpretation	Outstanding		

The level of Students' Performance Skills in terms of Formative test shows a Weighted Mean = 33.03, SD = 2.80) and (highest score = 39, lowest score = 28) showing the level of Students' Performance Skills in terms of Formative test with a descriptive equivalent of the total population having a descriptive equivalent of Outstanding.

Table 10 showed the level of Students' Performance Skills in terms of Formative test, with a total population of one hundred and fifty respondents, the score "33 to 40" received the highest frequency of one hundred and twenty-four (124) or 82.67% of the total population having a descriptive equivalent of Outstanding. While the score "25 to 32" received the second highest frequency of twenty-two (26) or 17.33% earning a descriptive equivalent of Very Satisfactory. Notably, no students scored within the Satisfactory, Fairly Satisfactory, or Needs Improvement brackets, indicating a high baseline of competency among the participants.

The overall results suggested that the instructional strategies or materials employed prior to the formative assessment were highly effective in preparing the students. The relatively low standard deviation implied that student performance was consistently high across the group, with minimal variance in the mastery of the subject matter tested.

In summary, the contextualized material provided familiar contexts which helped the students to understand concepts more easily and improves their comprehension level. By including the familiar situations, it assisted in bridging the gap between practical situations and language acquisition leading to higher comprehension level and better academic performance.

Table 11 showed the Level of Students' Performance Skills in English in terms of Summative Test.

Table 11. Level of Students' Performance Skills in terms of Summative Test

Raw Score	Summative Test		Descriptive Equivalent
	f	%	
33-40	90	60 %	Outstanding
25-32	60	40 %	Very Satisfactory
17-24	0	0 %	Satisfactory
9-16	0	0 %	Fairly Satisfactory
1-8	0	0 %	Needs Improvement
Total	150	100 %	
Weighted Mean	33.44		
SD	3.02		
Verbal Interpretation	Outstanding		

Table 11 showed the level of Students' Performance skills in terms of Summative test, with a total (Weighted Mean =33.44, SD= 3.02) and (highest score = 39, lowest score = 26) showing the level of students' Performance skills in terms of Summative test with a descriptive equivalent of Outstanding.

The table revealed that a majority of the respondents, the total population of one hundred and fifty respondents, the score "33 to 40" received the highest frequency of ninety (90) or 60% of the total population having a descriptive equivalent of Outstanding. While the score "25 - 32" with a frequency of forty-six (60) or 40% of the total population had the descriptive equivalent of Very Satisfactory. Notably, no students fell within the Satisfactory, Fairly Satisfactory, or Needs Improvement categories, indicating a strong overall mastery of the subject matter among the 150 participants.

In summary, the summative test of the students significantly improved after being exposed to contextualized material due to their better understanding of abstract concepts and real-life scenarios which helped them understand complex topics in English. Learning became more meaningful when the students able to connect the material to existing knowledge leading to higher retentions, thus they had better scores in summative tests. These results suggested that the students had successfully consolidated their learning over the instructional period. While the standard deviation indicated a slightly broader spread of scores compared to formative assessments, the concentration of all students in the top two tiers reflects a high level of efficacy in the curriculum and the supplementary materials used to prepare for this final evaluation.

Significant Difference between the Students' Performance Skills in English

In this study, the significant difference between the Students' Performance Skills in English in terms of Formative Test and Summative Test. The significant difference between the Students' Performance Skills in English was revealed in the following table, which shows the Students' Performance Skills in English in terms of Formative Test and Summative Test, number of observations or respondents (n), Mean, Standard Deviation, computed t-value (t-cal), critical t-value (t-crit) or constant, degree of freedom, r-value, and decision analysis.

Table 12 showed the significant difference between the Students' Performance Skills in English.

Table 12. Significant Difference between the Students' Performance Skills in English

Students' Performance Skills in English	n	Mean	SD	t-cal	t-crit	df	Decision Analysis
Formative	150	35.03	2.80	4.78	1.98	149	Reject
Summative	150	33.44	3.02				

Table 12 presented the statistical analysis of the significant difference between the students' performance skills in English, comparing results from formative and summative assessments. The data showed that for a sample size of 150 students. The independent samples t-test was used to determine whether significant differences exist between the two groups at the 0.05 level of significance with 149 degrees of freedom and a critical t-value of 1.98 (t-crit 1.98).

The Students' Performance Skills in English in terms of Formative Test, obtained a M=35.03, SD=2.80, while Students' Performance Skills in English in terms of Summative Test obtained a slightly lower M=33.44, SD= 3.02, The computed t-value is 4.78, which was greater than the critical value of 1.98 at 149 degrees of freedom. Since the computed value exceeds the critical t-value indicating that there was a significant difference between Students' Performance Skills in English in terms of Formative Test and Summative Test. The decision analysis indicated a rejection of the null hypothesis, signifying that there was a statistically significant difference between the formative and summative performance skills of the students. This statistical variance suggested that while students performed exceptionally well in both stages, their performance levels shifted significantly as they moved from the continuous monitoring of the formative phase to the evaluative summative phase. The higher mean in the formative stage may reflect the immediate impact of the contextualized supplementary materials during active instruction, whereas the summative results represented the finalized mastery of the competencies.

Significant Relationship between the Contextualized Supplementary Material and the Students' Focus Skills

In this study, the Contextualized Supplementary Material in terms of Components refers to Objectives, Contents, and Activities while in terms of Features this referred to Designs, Illustrations, and Layout. Moreover, the Students' Focus Skills referred to Attention, Engagement and Concentration.

The significant relationship between the Contextualized Supplementary Material and the Students' Focus Skills was revealed in the following table, which shows the Multiple Regression Analysis using Pearson Product Moment Correlation Coefficient or Pearson-r, p-value, and number of observation or respondents.

Table 13 showed the significant relationship between the Contextualized Supplementary Material and the Students' Focus Skills

There is a significant relationship between the Contextualized Supplementary Material in terms of Features with regards to Illustrations and the Students' Focus Skills in terms of Attention. It is reflected that the r-value of 0.177, interpreted as there is a "Negligible Relationship". It is also

confirmed the significant relationship as attested further by the p-values of 0.030 that are lower than 0.05 and have verbally analysis of “Significant” while there is no significant relationship between the Contextualized Supplementary Material in terms of Features in terms of Engagement and Concentration. Although, it is reflected that the r-value of 0.008 and 0.055 respectively, interpreted as there is a “Negligible and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of 0.927 and 0.508 that are higher than 0.05 and have verbally analysis of “Not Significant”.

Table 13. Significant Relationship between the Contextualized Supplementary Material and the Students’ Focus Skills

Contextualized Material	Supplementary	Students’ Focus Skills		
		Attention	Engagement	Concentration
Objectives	Pearson Correlation	0.049	0.095	0.032
	Sig. (2-tailed)	0.553	0.249	0.700
	N	150	150	150
Contents	Pearson Correlation	0.055	0.060	0.137
	Sig. (2-tailed)	0.502	0.466	0.095
	N	150	150	150
Activities	Pearson Correlation	0.016	0.140	0.101
	Sig. (2-tailed)	0.849	0.087	0.219
	N	150	150	150
Designs	Pearson Correlation	0.054	0.047	0.048
	Sig. (2-tailed)	0.514	0.565	0.563
	N	150	150	150
Illustrations	Pearson Correlation	0.177*	0.008	0.055
	Sig. (2-tailed)	0.030	0.927	0.508
	N	150	150	150
Layout	Pearson Correlation	0.027	0.029	0.104
	Sig. (2-tailed)	0.741	0.720	0.203
	N	150	150	150

There is no significant relationship between the Contextualized Supplementary Material in terms of Components with regards to Objectives and the Students’ Focus Skills in terms of Attention, Engagement, and Concentration It is reflected that the r-value of 0.049, 0.095 and 0.032 respectively, interpreted as there is a “Negligible, Negligible, and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of 0.553, 0.249, and 0.700 that are higher than 0.05 and have verbally analysis of “Not Significant”.

There is no significant relationship between the Contextualized Supplementary Material in terms of Components with regards to Contents and the Students’ Focus Skills in terms of Attention, Engagement, and Concentration It is reflected that the r-value of 0.055, 0.060 and 0.137 respectively, interpreted as there is a “Negligible, Negligible, and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of

0.502, 0.466, and 0.095 that are higher than 0.05 and have verbally analysis of “Not Significant”.

There is no significant relationship between the Contextualized Supplementary Material in terms of Components with regards to Activities and the Students’ Focus Skills in terms of Attention, Engagement, and Concentration It is reflected that the r-value of 0.016, 0.140 and 0.101 respectively, interpreted as there is a “Negligible, Negligible, and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of 0.849, 0.087, and 0.219 that are higher than 0.05 and have verbally analysis of “Not Significant”.

There is no significant relationship between the Contextualized Supplementary Material in terms of Features with regards to Designs and the Students’ Focus Skills in terms of Attention, Engagement, and Concentration It is reflected that the r-value of 0.054, 0.047 and 0.048 respectively, interpreted as there is a “Negligible, Negligible, and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of 0.514, 0.565, and 0.563 that are higher than 0.05 and have verbally analysis of “Not Significant”.

There is no significant relationship between the Contextualized Supplementary Material in terms of Features with regards to Layouts and the Students’ Focus Skills in terms of Attention, Engagement, and Concentration It is reflected that the Attention (r-value of 0.027, 0.029 and 0.1048 respectively, interpreted as there is a “Negligible, Negligible, and Negligible Relationship. It is also confirmed there is no significant relationship as attested further by the p-values of 0.741, 0.720, and 0.203 that are higher than 0.05 and have verbally analysis of “Not Significant”.

The table 13 showed the significant relationship between the Contextualized Supplementary Material in terms of Components with regard to Objectives and the Students’ Focus Skills in terms of. it was reflected that the r-value of 0.049 interpreted as there was a “Negligible” relationship respectively. Although there was a negligible relationship, it was also confirmed the significant relationship as attested further by the p-values of 0.030, respectively that were lower than 0.05 and had verbally analysis of “Significant”.

Table 13 also presented the statistical relationship between the Components and Features of the Contextualized Supplementary Material and the Students’ Focus Skills, categorized into Attention, Engagement, and Concentration. The data analysis, utilizing the Pearson Correlation coefficient, reveals that most relationships between the material and the focus skills were statistically non-significant, as the p-values largely exceed the standard alpha level of 0.05. For instance, the correlation between the material's objectives and student engagement shows a Pearson Correlation of 0.095 with a significance value of 0.249, indicating a negligible relationship.

Moreover, the findings suggest that contextualized supplementary materials should be continuously improved and aligned with students’ learning preferences and cognitive needs. Material developers should focus not only on aesthetic presentation but also on creating meaningful, learner-centered,

and interactive learning experiences that can strengthen students' focus skills.

Consequently, it may be generalized that while contextualized supplementary materials can support the teaching-learning process, they are not sufficient on their own to substantially enhance students' focus skills. Effective instructional delivery, active learning strategies, and meaningful classroom interactions remain essential in sustaining students' attention, engagement, and concentration in English learning.

Overall, there was a significant relationship between the Contextualized Supplementary Material and the Students' Focus Skills, a notable exception was found in the relationship between "Illustrations" and "Attention." The data indicated a Pearson Correlation of 0.177 with a Sig. (2-tailed) value of 0.030, which was marked with an asterisk to denote a statistically significant relationship at the 0.05 level. This suggested that the specific visual elements and localized imagery within the supplementary material played a direct and significant role in capturing and maintaining the students' attention during instruction. While other features like layout and activities showed low correlation values (e.g., Layout and Attention at 0.027), the significance of illustrations highlighted the importance of visual contextualization in the learning process.

Significant Effect between the Contextualized Supplementary Material on the Students' Performance Skills in English

In this study, the Contextualized Supplementary Material in terms of Components referred to Objectives, Contents, and Activities while in terms of Features this referred to Designs, Illustrations, and Layout. Moreover, the Students' Performance Skills in English referred to Formative and Summative Test.

The Significant Effect between Contextualized Supplementary Material on the Students' Performance Skills in English was revealed in the following table, which shows the Multiple Regression Analysis using t-Test, with the computed t-value (t-cal), p-value, number of observations or respondents, and critical t-value (t-crit) or constant.

The table 14 showed the significant relationship between the Contextualized Supplementary Material in terms of Components with regards to Objectives and the Performance Skills in English in terms of Formative. It was reflected that the Computed t-value (t-cal) of 2.605, which was higher than the Critical t-value (t-crit) or constant value of 1.98 interpreted as it was "Significant". It was also confirmed the significant effected as attested further by the p-values of 0.010, respectively that were lower than 0.05 and had verbally analysis of "Significant".

The Table 14 showed the Significant Effect between Contextualized Supplementary Material on the Students' Performance Skills in English.

There is a significant effect between the Contextualized Supplementary Material in terms of Components with regards to Objectives and the Students' Performance Skills in terms of Formative Test. It is reflected that the computed t-value or t-value or t-cal of 2.605 is higher than the critical value or

constant or t-crit of 1.976 and have verbally analysis of "Significant". It is also confirmed there is a significant effect as attested further by the p-value of 0.010 that are lower than 0.05 and have verbally analysis of "Significant" while there is no significant effect between the Contextualized Supplementary Material in terms of Components with regards to Objectives and the Students' Performance Skills in terms of Summative Test. It is reflected that the computed t-value or t-value or t-cal of -0.591 lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.555 that are higher than 0.05 and have verbally analysis of "Not Significant"

Table 14. Significant Effect between the Contextualized Supplementary Material on the Students' Performance Skills in English

Contextualized Supplementary Material		Students' Performance Skills	
		Formative Test	Summative Test
Objectives	t-Test	2.605*	-0.591
	Sig. (2-tailed)	0.010	0.555
	N	150	150
Contents	t-Test	-0.750	0.587
	Sig. (2-tailed)	0.455	0.558
	N	150	150
Activities	t-Test	-1.217	-1.041
	Sig. (2-tailed)	0.226	0.300
	N	150	150
Designs	t-Test	0.387	-0.322
	Sig. (2-tailed)	0.699	0.748
	N	150	150
Illustrations	t-Test	0.890	-0.033
	Sig. (2-tailed)	0.375	0.974
	N	150	150
Layout	t-Test	-0.321	1.337
	Sig. (2-tailed)	0.749	0.183
	N	150	150

Constant=1.98

There is no significant effect between the Contextualized Supplementary Material in terms of Components with regards to Contents and the Students' Performance Skills in terms of Formative Test and Summative Test. It is reflected that the computed t-value or t-value or t-cal of -0.750 and 0.587 is lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.455 and 0.588 that are higher than 0.05 and have verbally analysis of "Not Significant".

There is no significant effect between the Contextualized Supplementary Material in terms of Components with regards to Activities and the Students' Performance Skills in terms of Formative Test and Summative Test. It is reflected that the computed t-value or t-value or t-cal of -1.217 and -1.041 is lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.226 and 0.300 that are higher than 0.05 and have verbally analysis of "Not Significant".

There is no significant effect between the Contextualized Supplementary Material in terms of Features with regards to Designs and the Students' Performance Skills in terms of Formative Test and Summative Test. It is reflected that the computed t-value or t-value or t-cal of 0.387 and -0.322 is lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.699 and 0.748 that are higher than 0.05 and have verbally analysis of "Not Significant".

There is no significant effect between the Contextualized Supplementary Material in terms of Features with regards to Illustrations and the Students' Performance Skills in terms of Formative Test and Summative Test. It is reflected that the computed t-value or t-value or t-cal of 0.387 and -0.322 is lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.699 and 0.748 that are higher than 0.05 and have verbally analysis of "Not Significant".

There is no significant effect between the Contextualized Supplementary Material in terms of Features with regards to Layouts and the Students' Performance Skills in terms of Formative Test and Summative Test. It is reflected that the computed t-value or t-value or t-cal of -0.321 and 1.337 is lower than the critical value or constant or t-crit of 1.976 and have verbally analysis of "Not Significant". It is also confirmed there is no significant effect as attested further by the p-value of 0.749 and 0.183 that are higher than 0.05 and have verbally analysis of "Not Significant".

Furthermore, the Table 14 illustrated the statistical analysis of the significant effect between the Contextualized Supplementary Material and the Students' Performance Skills in English, categorized by Formative and Summative Test results. A significant effect was observed between Contextualized Supplementary Material and Students' Performance Skills in terms of Formative. The data revealed that among the various components and features of the material, only the "Objectives" demonstrated a statistically significant effect on formative test performance. This association was evidenced by a t-value of 2.605 and a corresponding significance level of 0.010, which is below the standard alpha of 0.05. This suggested that clearly defined, contextualized objectives directly contribute to students' initial mastery and performance during the active learning phase. This suggested that increased use of Contextualized Supplementary Material was associated with better Students' Performance Skills.

However, the absence of significant effects in summative assessments implies that objectives alone are not enough to ensure long-term retention and mastery of concepts. There is a need to strengthen the integration of contents, activities, and instructional strategies to sustain learning over time. Teachers should design activities that encourage higher-order thinking skills, problem-solving, collaboration, and real-life application of knowledge.

Consequently, while contextualized supplementary materials remain valuable instructional tools, their

effectiveness largely depends on proper instructional alignment, meaningful implementation, and the use of learner-centered teaching approaches that actively engage students in the learning process.

In contrast, the analysis showed no statistically significant effect for other components such as Contents, Activities, Designs, Illustrations, And Layout on either the Formative or Summative Test scores. For instance, the t-test results for "Contents" in relation to summative performance yielded a value of 0.587 with a significance of 0.558, indicating a negligible impact. Furthermore, even the "Objectives" component lost its significant effect during the summative phase, returning a t-value of -0.591 ($p = 0.555$). These findings implied that while specific instructional elements like objectives were crucial for immediate performance gains, the long-term summative outcome was likely influenced by a more holistic integration of all material features rather than any single isolated component.

IV. CONCLUSION AND RECOMMENDATIONS

There was a significant difference between Students' Performance Skills in English in terms of Formative Test and Summative Test. Thus, the null hypothesis was rejected.

There was a Significant relationship between the Contextualized Supplementary Materials in terms of Components with regards to Illustrations and the Students' Focus Skills in English in terms of Attention. Thus, the null hypothesis was rejected.

There was a significant effect between Contextualized Supplementary Material. In terms of features of the material, only the "Objectives" on the on the Students' Performance Skills in English in terms of Formative demonstrated a statistically significant effect. Thus, the null hypothesis was rejected.

Based on the findings and conclusions the following recommendations were given:

Teachers may continue to utilize and further enhance Contextualized Supplementary Materials in English instruction, as these were generally highly accepted and contributed positively to students' focus and performance skills in English. Emphasis should be placed on strengthening the Objectives of the materials, as these were found to have a significant effect on students' performance in terms formative test; thus, objectives may be made clear, specific, and aligned with learning competencies and assessment tasks.

Students may actively engage with these Contextualized Supplementary Materials, make use of visual aids, and align their study practices with the stated objectives to further enhance their focus and performance skills.

School administrators may continue upskilling the teachers for each grade level as reading teachers in developing Contextualized Supplementary Material. They may also support the Professional Development Programs that train teachers in designing effective Contextualized Materials, particularly in integrating meaningful visuals and outcome-based objectives.

Developers of instructional materials may prioritize the use of illustrations and visual elements, as these significantly

influence students' attention, thereby improving focus during learning activities. While other components and features showed negligible relationships, they should not be disregarded; instead, they may be improved through continuous refinement and alignment with learners' needs and contextual backgrounds.

Future Researchers may use this study as their reference. Further delve deeper into the effectiveness of other possible reading interventions such as development of contextualized learning material to contribute to all learners overall quality education. They may be encouraged to explore other variables that may influence students' focus and performance skills, as

well as to conduct similar studies using larger samples or different educational contexts to validate and extend the present findings.

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