

Nonfiction Intervention Module and Grade Eight Students' Composition Skills in English

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Abstract

Composition comes last among the fundamental language skills, for it has been considered a highly demanding skill and a complex, recursive process involving multifaceted knowledge. Globally, English is recognized as the universal language, but unfortunately, despite its widespread use, many non-native speakers face a language acquisition challenge. The Nonfiction Intervention Module is a developed instructional tool that serves as an intervention to supplement writers with inadequate to fair writing skills, further aiding and enhancing their composition skills. It was conducted among the Grade 8 Junior High School Students of Bacongco National High School during the School Year 2024-2025.

The study was conducted to determine the effectiveness of the module, which was evaluated in terms of its content, organization, mechanics, and overall package based on the adapted Evaluation Instrument from SKSU-IMDC. The level of competence in composition competencies was determined for students in terms of organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression, based on an adapted analytic scale for rating composition skills. The significant difference between the experimental group's pretest and post-test results was tested.

Based on the results, the module achieved a very high extent, meeting high-quality expectations as assessed by expert validators, which included DepEd's education program supervisor, a professor, and a language teacher. Also, based on the evaluation of the student-participants, the nonfiction intervention module met high-quality expectations and was described as of a very high extent. The experimental group that utilized the nonfiction module achieved significantly improved results after undergoing a concentrated intervention strategy. A meaningful improvement was observed in the students' composition competence after using the module, which included various activities such as composition discussions, exercises, checks, and tests.

It is recommended that the module be adapted and utilized as a supplementary resource or material to enhance students' composition skills. Furthermore, NIM may be integrated into the classroom as a pedagogical approach or program. Moreover, NIM may be utilized by teachers during their classes, especially those handling composition classes, during regular classes, or in intervention or remedial courses.

Keywords: Composition skill, Comprehension skill, Content, Grammar, Mechanics, Nonfiction Intervention Module, Organization, Overall package

INTRODUCTION

As a language teacher, specifically in the Philippines under the Department of Education (DepEd), the researcher's first-hand knowledge, experiences, and observations on the reality and struggles of students in expressing their ideas through composition, most especially when asked to use English as a medium. Many students struggle with spelling words, even easy ones at their level, and observe correct grammar both in writing and speaking. Additionally, they often have difficulty organizing and articulating their thoughts in English.

Language is a unique quality that makes humans unique from other living creatures. It is a vital tool for communication and is essential to human existence. Moreover, language makes use of varying phonemes, signs, and nonverbal cues to further deliver a comprehensible meaning. (Oviogun & Veerdee, 2020).

Globally, English is recognized as the universal language, enabling people to connect with and among one another worldwide. Unfortunately, despite its widespread usage, many non-native speakers of such a language face a language acquisition dilemma or difficulty. For instance, the Program for International Student Assessment (PISA) results provide a clear legal basis, demonstrating the level of competence among students.

In an article from Manila Bulletin (2023), it was stated that the Philippines was one among the 81 countries under the Organization for Economic Cooperation and Development (OECD) that had least performance in PISA 2022 result where Philippines ranked 77th out of 81 countries, revealing that students have poor competence in Mathematics, Science, and Reading. These subjects primarily use English as a medium of instruction, suggesting that students have limited English proficiency.

On the other hand, some non-native speakers of English, such as those from ASEAN countries, have demonstrated significant competence, as indicated by the PISA 2022 results. Singapore (1st rank), Vietnam (34th rank), and Malaysia (47th rank) demonstrate that being a non-native speaker is not a hindrance to achieving a high ranking compared to native speakers. It can be concluded that these countries have well-structured language programs integrated into their curricula. In contrast, the Philippines continues to develop its language and literacy programs, aiming to nurture and produce globally competitive students.

In the Philippine context, literacy involves fluency and proficiency in speaking Filipino (our native tongue) and English (a second language). The latter has been an integral part of our educational system, enabling us to produce globally literate and competitive students. Thus, DepEd has continuously endeavored to improve these skills by implementing various activities and programs, such as introducing the subject Mother Tongue-Based Multilingual Education to primary pupils, and the continued improvement of the curriculum through the implementation of the Matatag Curriculum.

Moreover, in the local school context, various practices are being implemented to bridge the gap, for instance, in reading competency among students. This is particularly relevant, as school reading programs often identify many students as non-decoders, non-readers, and frustrated readers. With these, students also exhibit poor performance in composition, particularly in areas such as vocabulary, grammar, and organization.

In English, skill sets are relative to a particular context, called macro skills. The following macro skills —listening, speaking, reading, writing, and viewing —are being integrated into the teaching and learning of English as a second language.

All macro skills are of equal importance considering their function in learning a language, and one of those is writing, also known as composition. Writing and composition are byproducts of reading and comprehension, which is why these macro skills are interconnected. Composition is produced by comprehending something read, analyzed, and understood.

The timely and prevalent dilemma of poor composition skills among students, including the scarcity of studies related to issues, challenges, and solutions for enhancing English compositions, was the primary reason that inspired the researcher to conduct this study. The study aimed to analyze the difficulties students face in English composition. Specifically, it validated and evaluated the developed Nonfiction Intervention Module (NIM) through expert validators and participants.

I. OBJECTIVE OF THE STUDY

The study examined the challenges students face in writing English compositions. It validated and evaluated the developed Nonfiction Intervention Module (NIM) for improving the composition skills in English of Grade 8 students at Bacongco National High School, enrolled in the 2024-2025 school year. It aimed to answer the following questions:

- 1) What is the Nonfiction Intervention Module's acceptability level of the validators in terms of:
 - 1.1. content;
 - 1.2. organization;
 - 1.3. mechanics; and,
 - 1.4. overall package?
- 2) What is the participants' evaluation of the Nonfiction Intervention Module in terms of:
 - 2.1. content;
 - 2.2. organization;
 - 2.3. mechanics; and,
 - 2.4. Overall package?
- 3) What is the level of competence of the students in English compositions of the experimental group based on their pretest and posttest results in terms of the following composition competencies:
 - 3.1. organization
 - 3.2. content
 - 3.3. grammar;
 - 3.4. punctuation, spelling, and mechanics; and
 - 3.5. Style and quality of expression?
- 4) Is there a significant difference in the pretest and posttest results of the experimental group?

II. METHODS

Research Design

The study utilized a Quasi-Experimental research method. Edmonds and Kennedy (2017) stated that research methods in the social sciences are quite varied, as the number of settings and situations in which our investigation occurs is immense. One method is the Quantitative method, which involves defining variables in advance and then quantifying observations of those variables.

In addition, the study employed the Descriptive method to analyze the collected numerical data, which was then used to describe the results of the evaluation and validation of the Nonfiction Intervention Module (NIM). Descriptive research is an experimental method that helps researchers obtain more precise data and results, as well as logically describe a population, circumstance, or phenomenon (*Descriptive research: Design, methods, examples, and FAQs*, 2023). Furthermore, it is used to identify participants based on the characteristics of a group, effectively establishing what needs to be understood and how and why something happened.

Locale of the Study

The study was conducted at Bacongco National High School at Purok Mabuhay, Barangay San Isidro, City of Koronadal, South Cotabato, 9506. BNHS was established on November 26, 2009, as a barangay high school of District X of the Koronadal City Schools Division.

The researcher strategically selected Bacongco National High School (BNHS) as the study's locale, considering the following contexts and situations. First, the research objectives aligned with the mission and vision of DepEd, specifically of BNHS, in producing quality and holistic learners and graduates.

Secondly, the researcher has easy access to the study participants, as they work in the same institution and handle English subjects for all grade eight students. Lastly, since the researcher teaches at this institution, they have firsthand experience in the locality, and thus, the challenges discussed in the study are being observed, experienced, and reflected upon. This is one of the primary reasons the researcher is developing NIM, which aims to primarily utilize and aid such an instructional tool in improving students' composition skills.

Participants of the Study

The participants in the study were the selected Grade 8 students of Bacongco National High School (BNHS), specifically the Atis section, with 40 students enrolled in the 2024-2025 school year.

The Nonfiction Intervention Module (NIM) was assessed, critiqued, evaluated, and validated by the panel of validators who are considered experts in the field. There are three combinations and /or a list of doctors and/or Master of Teaching English/in English residing in the province of South Cotabato to determine and ensure the quality, credibility, and validity of the developed module.

Moreover, the Nonfiction Intervention Module (NIM) was evaluated by the participants of Bacongco National High School, specifically those in Grade 8, Section Atis, enrolled in the 2024-2025 school year, using a validation tool to determine and ensure the module's suitability, usability, and effectiveness for the students themselves.

Finally, the participants assessed the NIM using the evaluation form prepared by the researcher, which served as a means for students to evaluate the experimentation conducted and their experience with using NIM in enhancing and improving their composition skills for their language skill-composition competence.

Statistical Treatment

After the study, the data were gathered, tabulated, analyzed, and interpreted. The following tools were used to answer the study's questions. Statistical mean was used to determine the level of acceptability and validity of the Nonfiction Intervention Module (NIM) in terms of content, organization, mechanics, and overall package of the panel of validators, as well as the participants' evaluation.

Moreover, the mean determined the level of composition skills of the experimental group (for pretest and post-test) in terms of composition competencies: organization, content, grammar, mechanics, style, and quality of expression.

In addition, a t-test was employed in the study. Student's t-test was used to test the null hypothesis that there is no difference between the means of the pretest and post-test results (Ali & Bhaskar, 2016). A t-test was used for the computation of the significant difference in the pretest and post-test results of the experimental group.

Sampling Technique

The researcher employed the complete enumeration data gathering method to select the experimental group (EG) for the study. Total enumeration sampling, also known as census sampling, involves examining an entire population or group rather than selecting a sample. It aimed to collect data from every individual or element within the target population.

Particularly, the researcher selected one experimental group from among the bottom three sections, considering their general point average (GPA) from the concluded quarters, specifically Grade 8, Section Atis. This approach was used to ensure that every member of the population had an equal chance of being included, thereby eliminating sampling bias and providing comprehensive insights into the study's objectives.

Moreover, the same participants were the validators of the Nonfiction Intervention Module. Whereas, a purposive sampling method, specifically homogeneous sampling, was utilized to identify the panel of validators considered experts in the field. There are three combinations and /or a list of doctors and/or Master of Teaching English/in English residing in the province of South Cotabato.

The Purposive Sampling method was selective and subjective, relying on the researcher's judgment when choosing who to ask to participate. (Fleetwood, 2023). Rai and Thapa (2015) explained homogeneous sampling as a technique that aims to achieve a homogeneous sample, which shares the same qualities, characteristics, or traits, such as a group of people who are similar in age, gender, background, occupation, etc.

Data Gathering Instruments

A pretest and post-test were utilized to support the researcher's inquiry into the composition skills of the participants. In these tests, students wrote compositions based on the given theme or topic, which were evaluated using a rubric adopted from Brown and Bailey (1984) as described in Brown (2004). The rubric was an analytical scoring scale that specified five

major categories (Brown, 2004): organization, logical development of ideas, grammar, punctuation, spelling, and mechanics, as well as style and quality of expression, as outlined in Appendix B.

The researcher adopted a five-point Likert scale evaluation instrument for instructional materials, developed by the Sultan Kudarat State University Instructional Material Development Committee (SKSU IMDC). The evaluation instrument evaluated the following major quality indicators: content, organization, mechanics, and overall package. The expert validators utilized the adopted validation tool to evaluate and assess both the module and the study participants.

Data Gathering Procedure

The researcher developed the Nonfiction Intervention Module (NIM). This module was composed of composition skills competencies in language assessment based on Principles and Classroom Practices of Brown and Bailey (1984) in Brown (2004), which are organization (introduction, body, and conclusion), content (logical development of ideas), grammar, mechanics (punctuation and spelling), and style (quality of expressions). These composition competencies are essential for enhancing one's language and composition skills, particularly in communication through the English language.

Then, NIM underwent an evaluation and validation process conducted by the validators, who are acknowledged experts in the field of the English language. The three identified validators made use of the researcher's prepared validation form in terms of a) content, b) organization, c) mechanics, and d) overall package. Considering the evaluation results, the researcher used the appropriate statistical tool for reference.

The experimental group (e.g., grade eight students, Section Atis) enrolled at Bacongco National High School (BNHS) for the 2024-2025 academic year. Before the course of experimentation, the experimental group underwent a diagnostic test or pretest to determine their level of competence in composition skills.

Afterwards, the experimental group was taught using the developed and validated Nonfiction Intervention Module. Then, after the course of experimentation, EG took the diagnostic or pretest a second time to measure whether there was a significant difference between their mean gained scores on composition skills in the post-test and their scores during the pre-test. The pretest and posttest results underwent statistical analysis and interpretation to determine the effectiveness and impact of the NIM on the students' composition skills.

III. RESULTS

Table 2. Level of Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Content

Evaluation Rating of the CONTENT	Section Mean	SD	Verbal Description
1. Coverage of the lesson	4.33	0.58	Very High Extent
2. Appropriateness of the activities/exercises	4.00	0.00	High Extent
3. Appropriateness of the language used	4.33	0.58	Very High Extent
4. Content is appropriate to the target age level	3.67	0.58	High Extent
5. Content is culture sensitive	4.00	1.00	High Extent
6. Content is gender sensitive	4.00	1.00	High Extent
7. Exercises/activities are in accordance with the Filipino Values	4.00	0.00	High Extent
8. Illustration and content are in accordance with ethical standards	4.00	0.00	High Extent
9. Explanations are understandable	4.33	0.58	Very High Extent
10. Explanations are clear	4.33	0.58	Very High Extent
Grand Mean	4.10	0.46	High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

Based on the comments and recommendations of the expert validators, the developed module demonstrated a high level of quality. The module is suited to the intended grade level and aligned with DepEd MELC. The validators also suggested that the module can be evaluated using the LR Evaluation tool for use across the division.

In terms of content, the validators rated the module as 3.67 for appropriateness in the target level. Additionally, validators assigned a score of 4.33 as the highest mean, indicating that the module effectively covered the necessary material, utilized the language appropriately, and provided explanations that were understandable and clear.

The overall mean rating was 4.10 which means that the validators highly agree that NIM discussed the coverage of the lesson, exercises/activities, and language were appropriate, content is relevant to the target level, culture, and gender sensitive, exercises/activities were accordance to Filipino values, illustrations and content were by ethical standards, and explanations were understandable and clear.

Given these evaluations of content, NIM has proven to contain vital topics and lessons essential for enhancing the composition skills of students. Moreover, it could be beneficial to teachers, specifically those teaching composition-related topics, for NIM can function as a

scaffold or learning resource. Additionally, it complements the existing learning materials related to composition, which can help improve our knowledge and competence.

The results align with those of Viloría and Gumanoy (2025), underscoring the importance of high-quality content in enhancing the efficiency of instruction and learning in instructional materials. Like Gustiani et al. (2017), who emphasized the content appropriateness of instructional material, this study indicated a well-structured presentation, understandable explanations by the students, and the provision of appropriate examples related to the concepts.

Table 3 shows the results of the assessment of the Nonfiction Intervention Module in terms of organization. It showed the degree to which the organization was rated. The expert-validators rated the module as having a very high extent in considering the sequence of topics from simple to complex, maintaining order in the presentation of the lesson, arranging the basic parts, using illustrations, spacing, font styles, and layout in harmony. Additionally, each lesson included technical descriptions and objectives, the use of technical terms, and varied concepts.

Table 3. Level of Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Organization

Evaluation Rating of the ORGANIZATION	Section Mean	SD	Verbal Description
1. Sequence of topics (simple to complex)	4.00	0.00	High Extent
2. Order of presentation of the lesson	4.00	0.00	High Extent
3. Arrangement of basic parts	4.33	0.58	Very High Extent
4. Illustration used	4.33	0.58	Very High Extent
5. Spacing of every part	4.67	0.58	Very High Extent
6. Harmony of the front styles	4.67	0.58	Very High Extent
7. Uniformity of layout	4.67	0.58	Very High Extent
8. Technical Description (Objective per lesson)	4.67	0.58	Very High Extent
9. Technical terms used	4.33	0.58	Very High Extent
10. Concepts of every lesson	5.00	0.00	Very High Extent
Grand Mean	4.47	0.32	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

he expert-validators gave a rating of 4.00, indicating that the sequence of topics, from simple to complex, and the order of presentation in the lesson meet the high extent or exceed 85-90% of the quality expectations. The validators also gave 5.00 as the rating for the concepts in every lesson, emphasizing that the ideas or topics were aligned and that the enhancement of the students' composition skills was evident. The grand mean of 4.47 indicates that validators find the Nonfiction Intervention Module to be of a very high extent, meeting 91-100% of the quality expectations in terms of organization.

The evaluation showed that NIM was developed in an organized manner, considering levels and basic parts. These are essential for students' self-paced learning, as they can easily and comprehensibly interact with the material. Additionally, teachers who utilize the material can manipulate or facilitate efficiently in a progressive and ordered manner.

Viloría and Gumanoy (2025), for instance, stressed that a high mean score of the organization in instructional material evaluation points to a logical material. Furthermore, studies

have supported the need for a clear organization of instructional resources for their efficient reinforcement to students. This view is supported by Tety (2016), who suggests that the efficiency and high productivity of instructional materials begin with well-prepared instructional tools.

Table 4 displays the results of the assessment of the developed Nonfiction Intervention Module in terms of mechanics. It showed the degree to which the mechanics were rated. The expert-validators rated the friendliness of the general instructions, coherence of the examples, readability of font, the order of procedures, and instructions' clarity to a very high extent.

The expert validators rated the module's consideration of the target's weaknesses 4.00. The developed Nonfiction Intervention Module also made the general instructions and specific instructions user-friendly and coherent, with the given examples further explaining the topic, for which the validators gave a rating of 5.00. The grand mean rating was 4.60, indicating that validators evaluated the mechanics as meeting 91-100% of the quality expectations, or to a very high extent.

Table 4. Level of Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Mechanics

Evaluation Rating of the MECHANICS	Section Mean	SD	Verbal Description
1. General instruction is user-friendly	5.00	0.00	Very High Extent
2. Examples are coherent	5.00	0.00	Very High Extent
3. Font size is readable	4.67	0.58	Very High Extent
4. Step-by-step procedure is in order	4.33	0.58	Very High Extent
5. Arrangement of parts	4.67	0.58	Very High Extent
6. Clarify of images/pictures/graphs/videos	4.33	0.58	Very High Extent
7. Individual differences are considered per activity	4.33	0.58	Very High Extent
8. Weaknesses of target users are considered	4.00	0.00	High Extent
9. Development of one's creativity and critical thinking (assets) are emphasized	4.67	0.58	Very High Extent
10. Clear instruction per activity	5.00	0.00	Very High Extent
Grand Mean	4.60	0.17	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

With this assessment, NIM can ensure that students can independently utilize the material, and that topics and examples are presented. Correspondingly, teachers are guaranteed access to quality material that supplements the teaching-learning process.

As Samuel (2009) reiterated, instructional materials should be usable and not too complex. Correct grammar and mechanics are important elements to demonstrate effective writing instruction and writing quality. (Allen, et.al. 2014).

Table 5 presents the results of assessing the developed Nonfiction Intervention Module in terms of its overall package. It showed the degree to which the overall package was rated. The expert-validators gave a rating of a very high extent regarding the use of font style, durability, and usability.

The expert-validators rated the use of color combinations in the module, its durability, cover designs, and captions and labels as being of a very high extent. The developed Nonfiction Intervention Module has also met 91-100% of the quality expectations in terms of font styles, appropriateness of binding, and durability. The overall mean rating was 4.67, interpreted as a very high extent when it comes to the validator's overall package evaluation.

Table 5. Level of Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Overall Package

Evaluation Rating	Section Mean	SD	Verbal Description
1. Styles of letter fonts	5.00	0.00	Very High Extent
2. Appropriateness of binding techniques used	5.00	0.00	Very High Extent
3. Paper size used	5.00	0.00	Very High Extent
4. Paper quality used	4.67	0.58	Very High Extent
5. Color combinations	4.33	0.58	Very High Extent
6. Durability	4.33	0.58	Very High Extent
7. Handiness	5.00	0.00	Very High Extent
8. Appropriateness of cover design	4.33	0.58	Very High Extent
9. Usability	4.67	0.58	Very High Extent
10. Labels and captions	4.33	0.58	Very High Extent
Grand Mean	4.67	0.31	Very High Extent
Overall Grand Mean	4.46	0.14	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

The expert validation suggests that the learning package should also be evaluated using the LR Evaluation tool before being utilized division wide. Based on the comments and recommendations of the validators, the developed module had a very high level of quality, meeting 91-100% of the quality expectations.

These results indicated that instructional materials improve learning (Amadioha, 2009). This is further supported by Haruna (2022), who stated that designed instructional materials contribute to increased engagement and motivation among learners, and therefore, selecting, developing, and using appropriate materials are valuable.

Furthermore, the expert validators have provided positive feedback on the nonfiction intervention module as an instructional and supportive learning material in compositions and

were hopeful about the benefits it would provide to students' composition competence and skill, teachers, and in language teaching.

This finding agrees with the research findings of several studies such as of Evangelista, et.al., (2014) which results showed that statistical analysis had high degree of agreement of the teachers as to the acceptability of the "Biokit" as an instructional tool as to format, language, usability and materials.

Additionally, Abdelmohsen's (2020) study demonstrated that the module has good validity and a high coefficient of reliability, and it has improved students' critical thinking, collaboration, and writing skills.

Level of Acceptability of the Student-Participants of the Nonfiction Intervention Module

Table 6 presents the results of the assessment of the developed Nonfiction Intervention Module concerning its Content. It shows the degree to which student-participants rated the content. The forty-two participants evaluated NIM as demonstrating a very high extent in terms of coverage of the lesson, appropriateness of the exercises/activities, and target age level. Consequently, the content met 91-100% of the quality expectations.

Table 6. Level of Students' Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Content

Evaluation Rating of the CONTENT	Section Mean	SD	Verbal Description
1. Coverage of the lesson	4.88	0.45	Very high extent
2. Appropriateness of the activities/exercises	4.62	0.54	Very high extent
3. Appropriateness of the language used	4.79	0.56	Very high extent
4. Content is appropriate to the target age level	4.45	0.63	Very high extent
5. Content is culture sensitive	4.19	1.13	High extent
6. Content is gender sensitive	3.93	1.57	High extent
7. Exercises/activities are in accordance with the Filipino Values	4.69	0.75	Very high extent
8. Illustration and content are in accordance with ethical standards	4.67	0.61	Very high extent
9. Explanations are understandable	4.55	0.99	Very high extent
10. Explanations are clear	4.71	0.51	Very high extent
Grand Mean	4.55	0.38	Meets 91-100% of the quality expectations

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

In terms of content, the student-participants rated the module 3.93 for having gender-sensitive content. Additionally, the student-participants assigned a mean rating of 4.88, indicating that the module includes essential topics that cover composition skills. The grand mean rating was 4.55, suggesting that the student-participants considered the module to meet quality expectations to a very high extent, between 91% and 100%. With this, participants considered NIM as a learning material catering essential contents related to improving composition skills.

Table 7 presents the results of the assessment of the Nonfiction Intervention Module regarding organization. It indicated the degree to which the organization was rated. The student-participants rated the module as having a very high extent in terms of the sequence of topics, arrangement of basic parts, and inclusion of technical descriptions or the lesson objectives for each topic.

The results align with those of Vilorio and Gumanoy (2025), underscoring the importance of high-quality content in enhancing the efficiency of instruction and learning in instructional materials. Same as Gustiani, et.al. (2017) who emphasized content appropriateness of instructional material indicated a well-structured presentation, understandable explanation by the students, and giving appropriate examples with the concepts.

Table 7. Level of Students' Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Organization

Evaluation Rating of the ORGANIZATION	Section Mean	SD	Verbal Description
1. Sequence of topics (simple to complex)	4.67	0.57	Very High Extent
2. Order of presentation of the lesson	4.57	0.63	Very High Extent
3. Arrangement of basic parts	4.71	0.71	Very High Extent
4. Illustration used	4.71	0.60	Very High Extent
5. Spacing of every part	4.50	0.63	Very High Extent
6. Harmony of the front styles	4.71	0.60	Very High Extent
7. Uniformity of lay out	4.64	0.69	Very High Extent
8. Technical Description (Objective per lesson)	4.86	0.35	Very High Extent
9. Technical terms used	4.71	0.51	Very High Extent
10. Concepts of every lesson	4.88	0.33	Very High Extent
Grand Mean	4.70	0.27	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

The student-participants assigned a rating of 4.50, indicating that the spacing for each component of the lesson is of very high quality. They also rated the concepts of every lesson at 4.88, emphasizing that the concepts or topics were aligned with the enhancement of the students' composition skills.

The grand mean of 4.70 indicates that students perceive the Nonfiction Intervention Module as very effective, meeting 91-100% of the quality expectations in terms of organization.

Therefore, the students find NIM as organized and manageable to utilize serving its objective to aid composition skill.

Table 8 displays the assessment results of the developed Nonfiction Intervention Module regarding its mechanics. It shows the degree to which the mechanics were rated. The student-participants rated the readability of the module, the clarity of instructions for each activity, and the coherence of the examples related to the topic as very high, further supporting the discussion.

Viloria and Gumanoy (2025), for instance, stressed that a high mean score in instructional material evaluation points to a logical material. Furthermore, studies have supported the need for a clear organization of instructional resources to facilitate their efficient reinforcement to students. This view is supported by Tety (2016), who suggests that the efficiency and high productivity of instructional materials begin with a well-prepared instructional tool.

Table 8. Level of Students' Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Mechanics

Evaluation Rating of the MECHANICS	Section Mean	SD	Verbal Description
1. General instructions is user-friendly	4.74	0.45	Very High Extent
2. Examples are coherent	4.86	0.35	Very High Extent
3. Font size is readable	4.95	0.22	Very High Extent
4. Step-by-step procedure is in order	4.83	0.49	Very High Extent
5. Arrangement of parts	4.74	0.50	Very High Extent
6. Clarification of images/pictures/graphs/videos	4.74	0.54	Very High Extent
7. Individual differences are considered per activity	4.69	0.60	Very High Extent
8. Weaknesses of target users are considered	4.45	1.09	Very High Extent
9. The development of one's creativity and critical thinking (assets) is emphasized	4.79	0.52	Very High Extent
10. Clear instructions per activity	4.90	0.30	Very High Extent
Grand Mean	4.77	0.22	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

The student-participants assigned a rating of 4.45, indicating a very high extent regarding the module designed to address the weaknesses of the intended users of the supplementary material. The Nonfiction Intervention Module developed features a legible font size, which received a rating of 5.95 from the students.

The grand mean rating was 4.77, indicating that students assessed the mechanics as being of a very high extent, meeting 91-100% of their quality expectations. This means that students

have observed the essential elements in mechanics, making NIM user-friendly and targeting weaknesses in composition competence.

Table 9 presents the findings from the evaluation of the Nonfiction Intervention Module, specifically its overall package, illustrating the extent to which it was rated. The student-participants rated the font style, paper size, durability, and usability as being of a very high extent.

Table 9. Level of Students' Evaluation of the Acceptability of the Nonfiction Intervention Module in Terms of Overall Package

Evaluation Rating of the OVER ALL PACKAGE	Section Mean	SD	Verbal Description
1. Styles of letter of fonts	4.86	0.42	Very High Extent
2. Appropriateness of binding techniques used	4.76	0.48	Very High Extent
3. Paper size used	4.86	0.42	Very High Extent
4. Paper quality used	4.74	0.59	Very High Extent
5. Color combinations	4.67	0.57	Very High Extent
6. Durability	4.55	0.97	Very High Extent
7. Handiness	4.60	0.80	Very High Extent
8. Appropriateness of cover design	4.88	0.40	Very High Extent
9. Usability	4.86	0.35	Very High Extent
10. Labels and captions	4.75	0.26	Very High Extent
Grand Mean	4.77	0.30	Very High Extent
Overall Grand Mean	4.70	0.22	Very High Extent

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

The student participants assigned a rating of 4.55, indicating a very high level of durability for the module. The Nonfiction Intervention Module has also fulfilled 91-100% of quality expectations regarding the suitability of the cover design, convenience, and the inclusion of labels and captions. The overall grand mean rating of 4.75 signifies a very high level of evaluation from the student participants regarding the overall package, indicating that it is of high quality, comprehensive, manageable, and effective learning material.

These results indicated that instructional materials improve learning (Amadioha, 2009). This is further supported by Haruna (2022), who stated that designed instructional materials contribute to increased engagement and motivation among learners, and therefore, selecting, designing, and using appropriate materials are valuable. As Samuel (2009) reiterated, instructional materials should be usable and not too complex. Correct grammar and mechanics are important elements to demonstrate effective writing instruction and writing quality. (Allen, et.al. 2014)

These findings align with the research conducted by Auditor and Naval (2014), which demonstrated that the modules created for tenth-grade physics were deemed acceptable by students and enhanced their ability to acquire content knowledge. Furthermore, this finding is consistent with the study by Dollete and Rogayan Jr. (2019), which reported an overall rating of "very much acceptable" based on students' assessments of the physical science workbook.

Level of Competence of the Students on English Compositions of the Experimental Group Based on their Pretest and Post-Test Results

Table 10 presents an analysis of the competence levels, concentrating on the five composition skills of students in the experimental group, as assessed through their pretest and post-test on Essay 1, which addressed the Impact of Social Media on Youth.

Additionally, the table indicated a notable enhancement in mean scores from the pretest to the post-test. The content area exhibited the highest mean score among all composition competencies, increasing from 7.68 in the pretest to 15.41 in the post-test. Conversely, grammar competency demonstrated the least mean gain, achieving a score of 13.91 in the post-test. However, it still reflected a significant improvement in students' grammar skills compared to the pretest mean score of 7.85.

Table 10. Level of Competence of the Students on English Compositions of the Experimental Group Based on their Pretest and Post-Test Results in Essay 1 (Effects of Social Media on Youth)

Essay 1	Pretest		Post-Test	
	Section Mean	SD	Section Mean	SD
Organization (20)	7.32	2.66	14.94	2.42
Content (20)	7.68	3.61	15.41	2.62
Grammar (20)	7.85	3.01	13.91	1.38
Mechanics (20)	7.41	2.57	14.74	1.91
Style and Quality of Expression (20)	8.21	3.16	14.97	2.10
Total Score (100)	38.47	13.49	73.97	9.35

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

In addition to content, students demonstrated considerable progress in organization, achieving a mean score of 14.94, which is an increase of 7.62 points from the pretest score of 7.32. Furthermore, improvements were noted in mechanics, style, and quality of expression, with students scoring an average of 14.74, indicating enhanced structuring of their ideas. They also reported greater expressiveness in articulating their thoughts, reflected in a mean score of 14.97 in the post-test.

The overall mean score in the post-test was 73.97, indicating a substantial improvement in students' composition skills from a pretest score of 38.47. While further reinforcement in grammar may be beneficial for ongoing development, the implementation of the nonfiction module has proven effective in advancing students' composition abilities across all five competencies.

Marjokorpi (2023) highlighted that students with low grammatical understanding demonstrated shaky knowledge of sentence formation, resulting in structures that followed the norms of speech rather than writing. The findings support Costa's (2019) view that learning to

write requires explicit attention to language grammar. The use of instructional aids may lead to increased mastery, thus further developing their skills in both understanding and using language.

Table 11 illustrates the analysis of the competence levels of students in the experimental group based on their pretest and post-test results for Essay 2, titled 'My Most Unforgettable Experience.' The table reveals significant improvements across all five composition competencies. Notably, mechanics exhibited the most substantial gain, with a post-test mean score of 14.29 compared to 7.38 in the pretest. In contrast, grammar competency showed the least improvement, with a post-test mean of 13.71, up from 7.76 in the pretest. Nonetheless, this still indicates a significant enhancement in students' grammatical accuracy.

Table 11. Level of Competence of the Students on English Compositions of the Experimental Group Based on their Pretest and Post-Test Results in Essay 2 (My Most Unforgettable Experience)

Essay 2	Pretest		Post-Test	
	Section Mean	SD	Section Mean	SD
Organization (20)	8.35	3.49	14.91	2.35
Content (20)	9.18	3.89	15.62	2.50
Grammar (20)	7.76	3.04	13.71	1.47
Mechanics (20)	7.38	2.64	14.29	1.77
Style and Quality of Expression (20)	8.65	3.68	14.74	2.09
Total Score (100)	41.32	15.34	73.26	8.87

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

In addition, students also showed substantial improvement in organization, with a mean score of 14.91, up from 8.35; in content, with a mean score of 15.62; and in style and quality of expression, with a mean of 14.74. With this being said, the results revealed that students can better organize and develop their ideas, build thoughts with clarity, and express their views using the English language.

The results showed that developed learning tools could enhance knowledge of mechanics, as demonstrated in a study by Naeem (2007), which employed modern technology (Computer-Assisted Language Learning) and proved effective in developing learners' knowledge and use of English writing mechanics.

Consequently, a mean score of 73.26 in the post-test notably demonstrated significant progress made by the students, considering the increased consistency in their performance. The results further strengthened the essence of NIM as a learning material to enhance composition competence. Furthermore, the decreased standard deviation suggested meaningful development in all competencies of the students.

The study is comparable to the study by Canisi and Lambenicio (2023), which found that learners' English writing proficiency had issues in numerous categories, specifically in grammar, including tenses, articles, singular and plural verbs, prepositions, and spelling and capitalization.

Additionally, a study by Megaiab (2014) has revealed that Indonesian students in senior high school were weakest in writing English as a foreign language.

Furthermore, it can be related to the study by Akmal et al. (2019), which found that students excel in content, style, and organization, but still struggle with mechanics and grammar. As shown in the post-test, both grammar and mechanics have shown the least mean difference compared to the other competencies. Therefore, supplementary learning materials must be developed to improve the writing skills competence of the students.

Difference of Pretest and Post-Test Results of the Experimental Group

Table 12 presents the analysis of the data in Essay 1 (Effects of Social Media on Youth), primarily focusing on the five composition competencies. The table demonstrated clear and significant improvements in all competencies. Considering the rubric, each of the composition competencies has a maximum score of 20 points.

Mechanics revealed the highest t-test value of 11.87, indicating the most significant and consistent gains in writing compositions, followed by organization, grammar, and style and quality of expression with 10.73, 10.00, and 9.25 t-test values. On the other hand, content received the lowest t-test value of 8.42, indicating that students still showed significant improvement in idea development, but their improvements varied more among themselves.

Table 12. Pretest and Post-Test Results of the Experimental Group in Essay 1 (Effects of Social Media on Youth)

Essay 1	Pretest		Post-Test		Mean Diff	t-test	P-value
	Section Mean	SD	Section Mean	SD			
Organization (20)	7.32	2.66	14.94	2.42	7.62	10.73	<0.00001
Content (20)	7.68	3.61	15.41	2.62	7.74	8.42	<0.00001
Grammar (20)	7.85	3.01	13.91	1.38	6.06	10.00	<0.00001
Mechanics (20)	7.41	2.57	14.74	1.91	7.32	11.87	<0.00001
Style and Quality of Expression (20)	8.21	3.16	14.97	2.10	6.76	9.25	<0.00001
Total Score	38.47	13.49	73.97	9.35	35.50	10.99	<0.00001

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

Considering the results, students have demonstrated that NIM has helped enhance their knowledge and skills in composition, implying that continued use of the learning material could result in more advanced and evident progress.

In a study by Bae et al. (2016), the authors reviewed content as the expression of the depth of ideas or meaning expressed in writing and assessed the extent to which ideas are elaborated, developed, logical, consistent, interesting, and creative. As a result, the content varies in its writing style. The topic may be too complex, or students may struggle to fully express their thoughts due to factors such as a lack of knowledge, limited writing experience, and inadequate grammatical understanding.

The t-test result comparing pretest and post-test mean scores in Essay 1 showed a significant difference between the two in terms of different competencies and total score ($p < 0.0001$). The post-test scores proved to be significantly higher than the pretest scores. This implies that there was a significant change from their pre-performance to post-performance, and thus, the intervention was helpful.

Table 13 presents the analysis of data in Essay 2 (My Most Unforgettable Experience), which focused on the five composition competencies, each with a maximum score of 20 points, as outlined in the rubric. The table showed clear and significant improvements in all competencies. Likewise, the results in Essay 1 are supported by those in Essay 2, where mechanics has shown the highest t-test value of 11.32, indicating a meaningful difference and consistent gains among the students.

In the same manner as Essay 1, Essay 2 also has the lowest t-test value of 7.87, indicating that students still significantly improved in composing their content, but their improvements varied among each other.

Table 13. Pretest and Post-Test Results of the Experimental Group in Essay 2 (My Most Unforgettable Experience)

Essay 2	Pretest		Post-test		Mean Diff	t-test	P-value
	Section Mean	SD	Section Mean	SD			
Organization (20)	8.35	3.49	14.91	2.35	6.56	9.80	<0.00001
Content (20)	9.18	3.89	15.62	2.50	6.44	7.87	<0.00001
Grammar (20)	7.76	3.04	13.71	1.47	5.94	9.41	<0.00001
Mechanics (20)	7.38	2.64	14.29	1.77	6.91	11.32	<0.00001
Style and Quality of Expression (20)	8.65	3.68	14.74	2.09	6.09	8.43	<0.00001
Total Score	41.32	15.34	73.26	8.87	31.94	10.51	<0.00001

Rating: 5 (Very high extent) 4 (High extent) 3 (Moderate extent) 2 (Less extent) 1 (Least extent)

The t-test result comparing pretest and post-test mean scores in Essay 2 showed a significant difference between the two, concerning different competencies and total score ($p < 0.0001$). The post-test scores proved to be significantly higher than the pretest scores. This implied that there had been a significant change from their pre performance to post-performance, and thus, the intervention had been helpful.

These results implicated that NIM can help in meaningfully improving the English composition skill competence of the students. Since NIM considered the essential content related to composition, students have the grasp of the supplemental material which is contextualized and comprehensive.

The results of the study can be linked to those of Somera and Tabling (2023), which reiterated that guided remedial courses should include supplementary learning materials in composition writing, and school policies should incorporate activities to improve students' writing abilities. Moreover, future researchers are advised to conduct similar studies on other relevant factors to improve students' composition writing skills further.

Furthermore, the study by Ambayon (2020) found that the experimental group performed better when using the instructional tool. The tool used was effective, although the results of their writing achievements were not particularly high or impressive. However, the students made progress in improving some basic concepts and techniques necessary for effective writing.

CONCLUSION AND RECOMMENDATION

The evaluation of the Nonfiction Intervention Module, based on its content, organization, mechanics, and overall package, resulted in a very high extent for both expert validators and student-participants. It both showed excellent quality expectations, meaning that for both assessments, NIM was proven to be effective and useful.

On the other hand, the paired t-test between the pretest and post-test scores of the experimental group for essay one and essay 2 showed that there was a significant difference between the pre and post-tests concerning the different competencies and mean score. The developed Nonfiction Intervention Module used in the study is beneficial. It can be utilized by students, teachers, instructors, and education administrators as self-paced, scaffolded, or supplemental instructional material to achieve significant improvement in composition skills.

In light of the findings, the following recommendations are proposed:

1. The school administration may implement the NIM as an additional resource to enhance students' composition skills.
2. It is advised that English instructors utilize the developed NIM in writing and composition classes as a teaching aid and intervention.
3. English teachers at the secondary level can incorporate the NIM to strengthen students' composition abilities within the classroom.
4. Additionally, students can use the NIM to refine their skills, focusing on essential competencies such as grammar, punctuation, spelling, mechanics, and the quality of expression.
5. Another study could be conducted to evaluate the effectiveness of the NIM in other instructional settings.

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