



# The Production of an Internet-Based Instructional Materials in Teaching Literature

Graselda Anne C. Gutierrez   
Department of Education  
[graselda.gutierrez19@gmail.com](mailto:graselda.gutierrez19@gmail.com)

Alexander D. Sierra   
Comcast Corporation  
[alexandersierra1981@yahoo.com](mailto:alexandersierra1981@yahoo.com)

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## Abstract

The study sought to explore the levels of stress Putting money into books and language to build cultural capital makes students better at school. Internet-based Instructional Material in Teaching Literature for English 7 was the name of the internet-based teaching material that was made and used for 7th grade English. This research used a mix of methods, including Content Analysis, a Pre-Experimental One-Group Pretest-Posttest design, and a Descriptive research design. The researcher used short stories, the Most Essential Learning Competencies, and a web-making app to create internet-based learning materials. After the plans were made, students took a practice test before being given the online lesson materials as an intervention to teach literature. After that, they took a post-test and

were asked to talk about their experience using the online lessons, especially any problems they had. The results showed that after using the internet-based teaching materials, the average scores across all six levels of Bloom's Taxonomy went up by a lot. A computed t-test showed a statistically significant difference between the results of the pre-test and the post-test. This proved that the information worked to improve student performance. The problems that end users were having were made easier to deal with. Reading, navigating, accessibility, and interaction of the internet-based educational material were all made better. The researcher suggested a program plan that would use the website that was made as an extra resource for teaching literature.

**Keywords:** *Internet-based instructional materials, Teaching Literature, Bloom's Taxonomy, ADDIE model, Philippine Literature*

## INTRODUCTION

The demand for literature educators has been consistently rising due to the necessity for instructors at the Senior High School level. Various studies indicate that literature plays a significant role in enhancing English language acquisition and the necessity for mastering English macro skills. Literature constitutes a substantial portion of the most valuable information sources in contemporary society, primarily available in the English language. Many claims assert that the English language is a fundamental pillar of globalization.

In the current regular setup, the Department of Education's skills for literature have been diminished because to the overcrowding of the Most Essential Learning skills resulting from the COVID-19 epidemic. The significance of literature for language acquisition and literary appreciation was temporarily suspended,

particularly for individuals moving from elementary to junior high school. Gallinero (2012) found that English educators in the Philippines consistently face numerous challenges in teaching literature at the secondary school level. The difficulties related to these issues are particularly apparent in the first year, since it requires significant effort to reconcile the gap between the six-year primary curriculum and the high school level. The effectiveness of any reading instruction approach or tactic is primarily dependent on the textbook employed. This investigation is limited to the evaluation of the foundational text, as most challenges in teaching English literature relate to the reading materials, especially the textbook. The aim is to determine how it can be rendered more accessible and engaging for modern first-year students.

The ADDIE model is a systematic instructional design framework employed to guide the creation of educational and training programs. ADDIE, an acronym for Analysis, Design, Development, Implementation, and Evaluation, serves as a comprehensive framework for instructional designers and training developers. This model functions as an iterative process that begins with the assessment of learners' needs, followed by the design of the instructional approach, then the production of content and implementation of the solution, and ultimately culminates in the evaluation of its effectiveness. The ADDIE model organizes the creation of learning experiences to ensure that training programs are efficient, effective, and aligned with the goals of both learners and organizations.

Furthermore, as noted by ELM Learning (n.d.), the Analysis phase lays the foundation for effective training by identifying the learners' needs and goals, along with the training environment. In the business sector, this involves understanding the technological landscape, learner demographics, and the specific challenges to be addressed through training. The researcher examined the Grade 7 English Curriculum Guide, the Department of Education's Most Essential Learning Competencies, and the existing instructional resources for teaching.

This project focuses on the creation of internet-based instructional resources for literary education. The internet-based educational material primarily addressed certain aspects of Philippine Literature, including characters and characterization, locations, story, theme, and imagery. This was accomplished using the accessible internet-based resources offered to students in a complimentary form. This was subsequently utilized by thirty (30) seventh-grade students at a selected school in Valenzuela City during the Academic Year 2025-2026 for literary studies. The researcher examined the students' performance prior to and after to their use of the internet-based information on the focus.

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Each narrative focused on a particular reading competence derived from the Department of Education's Most Essential Learning Competencies (MELCs). The Heritage of Smallness examined the impacts of culture and history, as well as dispute resolution; New Yorker in Tondo explored identity and environment; Footnote to Youth focused on understanding others; and God Said, "I Made a Man" discussed collaboration and global responsibility.

The study specifically analyzed students' reading abilities before and after utilizing internet-based teaching resources, focusing on the dimensions of remembering, comprehending, applying, analyzing, evaluating, and producing, as delineated by Bloom's Taxonomy. These abilities correspond with the Most Essential Learning abilities (MELCs) established by the Department of Education. Each MELCs code adheres to a distinct structure that signifies the following: EN7 denotes English, Grade 7; LT signifies Literature, the specific domain within English; II represents the Second Quarter, indicating the grading period; an refers to the Week or Lesson Identifier; and 4 is the designated competency number, reflecting the targeted skill or objective.

The competencies addressed include explaining how a selection may be influenced by culture, history, environment, or other factors (EN7LT-IV-h-3); discovering the conflicts presented in literary

selections and the need to resolve those conflicts in non-violent ways (EN7LT-II-a-4); discovering literature as a tool to assert one's unique identity and to better understand other people (EN7LT-III-g-5); and discovering through Philippine literature the need to work cooperatively and responsibly in today's global village (EN7LT-IV-a-6).

Throughout this study, the researchers answered the following questions: (1) What researcher-developed internet-based instructional resources in literature may be created based on reading competencies? (2) What are the students' reading abilities prior to and subsequent to the utilization of internet-based teaching materials? (3) Is there a notable disparity in the performance of the respondents prior to and subsequent to the use of the generated internet-based instructional material in literary education? (4) What concerns and obstacles do respondents face when utilizing the generated internet-based instructional material for teaching literature? (5) What enhanced internet-based resources for literature may be developed?

### **Literature Review**

Internet-based educational resources are essential in contemporary education, particularly in higher education settings. Orhun (2019) asserts that the MERLOT (Multimedia instructional Resource for Learning and Online Teaching) platform is an essential internet-based resource, providing more than 8,000 instructional resources across several disciplines. This comprehensive library assists instructors by offering high-quality materials that correspond to certain pedagogical needs, assessed by peer and user evaluations. Moreover, MERLOT cultivates a collaborative community focused on enhancing pedagogical methods, emphasizing the significance of collective contributions, with membership over 11,000 persons. Noni et al. (2019) concentrated on creating internet-based English instructional tools aimed at promoting independent learning among university students. Their research utilized a mixed-method approach to validate these resources, which garnered favorable comments for effectively fostering a flexible learning environment advantageous for students.

Moreover, Mathew (2019) underscores that the growing use of Internet-based Instruction (WBI) effectively accommodates varied learning requirements and enables individualized pace for learners. This adaptability enables learners to advance at their own pace, catering to diverse backgrounds and proficiency levels within a unified classroom environment. Poirier (2020) underscores that WBI can substantially alleviate the administrative load on instructors, facilitating more concentrated contact with pupils. Furthermore, instructional materials comprise a diverse range of content, including lectures, texts, and multimedia, which may be effectively employed in both online and conventional environments to achieve educational objectives (Instructional Resources, 2020). The Center for Teaching, Learning & Mentoring Knowledge-Base (2020) recommends the meticulous design of online lectures to prevent student overwhelm while ensuring they enhance other educational materials. Strategies like as "chunking" curriculum, inviting guest lecturers, and integrating interactive aspects are proposed to augment student engagement.

This study by Mehrpouyan (2022) examined the critical and practical online strategies that enhance the instruction and comprehension of literary courses within the framework of online education. This research also examines key concepts and principles of e-teaching methodologies and explores the adaptation of literary lesson plans for various categories of college students. This entailed defining subject descriptions, class activities, assignments, evaluations, and student expectations, in addition to fostering rapport and communication with them. This research investigated the use of appropriate online media, channels, platforms, and e-pedagogical technologies to improve student engagement and include literary themes, including poetry, fiction, and theater, into the college curriculum. The findings demonstrate that online educators proficiently deliver and advocate for interactive literary texts and skills to students, educators, and course designers, hence improving instructional methodologies for online English language and literature education.

The internet-based instruction process begins with the identification and assessment of resources, followed by the development of a detailed lesson plan and the creation of online handouts that both convey information and promote student engagement. Textbooks offer a reliable source of knowledge and structured activities; yet, the content frequently lacks specificity and does not engage students' attention. Utilizing online educational tools may augment student engagement, offer access to authentic content, and enable collaborative activities that foster critical thinking and creativity. The initial phase consists of six successive stages, as delineated by Simon (2019), that act as a foundation for the specified work.

Wang (2018) stated that offering students a range of engaging and diverse learning experiences, which promote higher-order thinking skills, can enhance test outcomes in the "Evaluating" category of Bloom's Taxonomy through the use of internet-based instructional resources. These experiences promote the development of higher-order cognitive skills in pupils. Participation in activities that promote critical thinking and analysis may enhance students' capacity to evaluate information and make informed conclusions based on that assessment. "Evaluating" represents a high tier of cognitive learning, and this framework elucidates the many stages of cognitive development. Students at this level are required to have the capacity to derive conclusions and make judgments grounded in facts and reasoning. Each of these may be crafted to involve students in more dynamic learning processes, potentially using interactive simulations, online quizzes, multimedia presentations, and digital learning platforms. The objective of all these initiatives may be to enhance student participation. This category also include digital learning platforms.

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## RESEARCH METHODOLOGY

This study utilized a mixed-method technique. This study technique improved the credibility and reliability of the results while reducing the possible impact of inherent biases (Hassan, 2023). Shorten and Smith (2020) assert that mixed methods research amalgamates qualitative and quantitative data and methodologies into a unified study or a sequence of related studies to attain a more comprehensive understanding of a research problem. It involves the collecting, analysis, and integration of both types of data to solve research questions and provide a more thorough knowledge than each method alone. The core of mixed methods is in the deliberate amalgamation of qualitative and quantitative research. This integration may occur at several stages of the research process, including planning, data collection, analysis, and interpretation. In the study's setting, mixed methods leverage the strengths of both qualitative and quantitative approaches to address their respective limitations. Mixed methods provide triangulation, allowing for the comparison and validation of data from many sources (qualitative and quantitative), so boosting the validity and reliability of the research.

This study included two research instruments: a pre-test and post-test, together with a series of open-ended questions. The pre-test and post-test were formulated in accordance with the table of specifications that delineates the Department of Education's Most Essential Learning Competencies. (1) Analyze how selections may be shaped by cultural, historical, environmental, or other influences (EN7LT-IV-h-3); (2) Identify the conflicts in literary works and the necessity of resolving these conflicts through non-violent means (EN7LT-II-a-4); (3) Explore literature as a means to affirm one's distinct identity and to enhance understanding of others (EN7LT-III-g-5); and (4) Examine Philippine literature to recognize the importance of collaboration and responsibility in the contemporary global community (EN7LT-IV-a-6). The assessments employed Philippine literature with scenarios contextualized within the Philippine milieu. The exams were comparable and aimed at the same abilities, enabling a direct comparison of student performance before and after the intervention. To guarantee validity, both the pre-test and post-test, together with the open-ended questions, underwent expert validation. An expert evaluated the instruments for content alignment, relevance, clarity, and suitability for the grade level and skills.

A series of open-ended interview questions were designed to ascertain the obstacles faced by respondents following the utilization of the internet-based educational resources. According to Amberscript (2020), open-ended questions are an effective research tool that enables respondents to provide comprehensive and personalized answers, accommodating a wide range of possible solutions. Such queries typically start with phrases like "How," "What," or "Why," requiring the respondent to express their ideas and beliefs clearly.

This study employed the t-Test to analyze the pretest and post-test scores in order to determine the significant difference. The research employed the t-Test. Bevans (2023) utilized the t-Test, a frequently deployed statistical method, to compare the means of two unique groups. This approach is commonly utilized in hypothesis testing to determine the effect of a certain operation or treatment on a particular population, or to differentiate between two groups.

The researcher employed Thematic Coding. This approach was employed for qualitative data analysis, involving the identification and categorization of relevant portions of text or images to reveal themes. The aim was to identify interrelated themes and formulate a theme from these descriptions.

## RESULTS

Internet-Based Instructional Materials for Teaching Literature in English 7 were developed using Canva.com, concentrating on the different Philippine short story with the objective of fulfilling the fourth quarter reading competencies outlined in the MELCs Curriculum Guide of the Department of Education. Moreover, the materials employed include texts, photos, and multimedia presentations for student usage. Multiple layout designs were employed in the initial publication of the web-based teaching content.

The pre-test had a mean score of 7.83, but the post-test mean score was 21.43, indicating a significant impact of the intervention. The Standard Deviation of the pre-test (1.78) was somewhat lower than that of the post-test (1.88), indicating a lack of consistency in the test values.

The pre-test scores shown a mean of 7.83 and a standard deviation of 1.78, but the post-test scores revealed a mean of 21.43 and a standard deviation of 1.88. The calculated t-value and p-value for this comparison were  $t(45) = -14.34$  and  $p = 0.00001$ , respectively. A notable disparity was seen between the pre-test and post-test results of the Grade 7 pupils utilizing the web-based training material.

The student-respondents experienced various challenges with the web-based instructional material, including: (1) Readability Issues, (2) Interactive Program Problems, (3) Complexity of the Competencies, (4) Navigation and Accessibility Concerns, and (5) Challenges in Synchronous Utilization of the Website.

To address the issues, the researcher suggested solutions, including: (a) reducing the text and altering the layout, (b) incorporating a moderated feedback mechanism, (c) developing a smartphone version of the web-based instructional material, and (d) formulating a corresponding program or curricular plan.

## DISCUSSION

The produced website is an online educational resource designed to provide supplemental instructional support for Grade 7 pupils in reading literary texts.

Despite the absence of close dispersion, it was determined that the internet-based instructional material in teaching literature for English 7 was successful.

A substantial disparity exists between the pre-test and post-test scores of the Grade 7 children; hence, the null hypothesis is rejected.

Issues have been identified in the employment of web-based educational resources, namely with readability, interaction, navigation, accessibility, and application in a synchronous format. In light of these issues raised by the respondents, the web-based instructional content was refined and augmented to provide several possibilities for learning interaction.

English educators may utilize the internet-based instructional materials in teaching literature for English 7 as an online resource for asynchronous learning to enhance self-directed teaching. They might also create analogous educational materials on various literary subjects for different school levels. Grade 7 students can utilize the web-based educational resources to enhance their appreciation and regard for Philippine literature through this pedagogical approach. The period of internet exposure can be utilized as instructional time for this purpose. Curriculum innovators utilizing web-based instructional design can create analogous educational materials across various literary regions, eras, or countries. Consequently, resources may be easily accessible to the pupils. The literary community may employ this as one of the several ways for enhancing the enjoyment of literary reading. Future researchers may also examine the quantitative assessment of web-based instructional materials across several dimensions consistent with the idea of online educational resources or its use in online courses. The effectiveness of the web-based educational content in an online class can be assessed or determined.

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