

# Interactive Learning Materials: A Student Learning Management in Literature Class

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*Abstract* — In the classroom setting, students can learn different kinds of literature that help them grow and develop. Teaching literature may use as a way to understand the target culture, language, and personal growth. This study used descriptive and developmental research designs. Descriptive research method describes situations. This study aimed to determine and develop polymedia learning materials as student learning management in Philippine Literature class. The three highest rank literary pieces are How my brother Leon brought Home a Wife, The World is an Apple and I am a Filipino which required interactive learning materials from among the literary genres during the 2nd semester 2022-2023 in the senior high school programs. It shows that from the different genres, still short stories and a poem were given answers that need interactive materials in teaching literature.

The following conclusions were drawn from the findings and results of the activities conducted: Audio-visual presentation is highly needed in teaching the subject, Philippine Literature, because it is more attractive and efficient in teaching literature. Moreover, it is a salient modality in teaching literature because it integrates ICT, which is helpful for positive learning. Moreover, the three literary pieces under the subject, Philippine Literature that need ILMs are The World is an Apple, How My Brother Leon Brought Home a Wife, and I am a Filipino. Thus, the stories aforementioned are familiar to the students, and they find it interesting. ILMs developed were composed of animations, spoken text, and human representations to catch the learners' attention. From the findings and conclusions of this study, the following are recommendations offered: Literature teachers may explore different aspects of AVP as a learning material of the said stories. Moreover, administrators and literature teachers must provide ILM to other related topics to help the class discussion more attractive. Additionally, literature teachers may explore and use components other than animations, spoken texts, and human representations. Now, future researchers may explore other variables that can be potentially significant to the ILM in teaching other related subjects and future researchers are encouraged to conduct other research inclined toward teaching other subjects and developing ILM. Finally, future researchers may enhance the developed PLM.

*Keywords* — *Literature, Interactive Learning Materials, Student Learning Management, Literature Class*

## I. Introduction

Educators can currently use enormous different types of learning materials such as images, slideshows, graphics, illustrations, charts, maps, diagrams, and videos (Gutierrez, 2014). Becton (2019) emphasized that 90% of information transmitted to the brain is visual. Also, visualization means clarity, recall by association, and the impact lasts for a long time. The brain of humans

process visual information is much faster than plain text. Consequently, most teachers and students had positive perceptions using visual presentation (Ghulam et al., 209).

All sorts of basic knowledge and information are learned from books. Books contain information recorded from the early history of humankind up to the present time. The pages of books contain information on discoveries and learnings about the environment, tools and processes of survival, travels beyond the known world of reality, stories, recipes, and other imaginable under the sun. Readers acquire knowledge, develop attitudes and skills from books for their personal development (Tabal, et al., 2021).

The convergence of printed materials into electronic format has increased readers' access opportunities worldwide and reduced expenses. Strong evidence regarding access, quality, beauty, effectiveness, and learning for students and general people gives credence and support for e-reading materials (Korat & Shamir, 2008). Oye et al. (2019) asserted that e-reading materials impact learners' interest to read more. Hence, e-learning improves student academic performance.

However, attitude towards e-reading and printed reading materials is crucial in understanding and retaining information. Further, the reading experiences of the learners influence their beliefs about the effectiveness and ineffectiveness of reading materials. Hence, a reader who is used to reading printed materials and has not practiced reading from e-materials would not benefit from e-materials (Jones &

Brown, 2011). Other unintended effects are to be accounted such as technology. Hermann (2000) defined unintended impacts of the use of technology as those unforeseen effects by users of technology that could not be predicted at the time of the introduction.

In the academe, there are learning materials to deliver the learning to the students in teaching literature. Mandigma (2014) pointed out in his study that the learning material is an example of a redefined product of some undertakings' insights. Some things should adapt to globalization, especially in giving different insights, usually considered information superhighway. To be competitive and to survive the needs and qualities of creativity, innovativeness, and integrity, instructional materials must answer the limitations of teaching. Among these limitations are balanced among cognitive, affective, and psychomotor learning. The instructional materials should emphasize the analysis and application of concepts and laws.

In the classroom setting, students can learn different kinds of literature that help them grow and develop. Teaching literature may use as a way to understand the target culture, language, and personal growth. Further, he states that it is also one way to educate, promote critical awareness, imposing values among students, and it opens the horizon for people to have exposure to different variety of languages (Simon, 2012). It enables the students to reproduce what they are learning and think and use it for themselves for whatever purposes they desire. Thus, it enhances intellectual growth through appreciating the literary world around them.

When it comes to literature, it opens the horizon of people. It is one of the best ways to engage the mind into another person's experiences fully and figure out how others think and feel. It also enhances their tolerance for diversity, empathy, and philosophical aspects such as imagination and emotional intelligence that help humans understand, empathize and sympathize with one's feelings (Kramsch, 2010). According to Stan (209), literature builds experiences. Literature is a gateway through different experiences. It opens doors for discovery and exploration of other places and different people because of literature; people could visit the past and understand various cultures and their emotions.

Teaching literature is also part of the instruction for both Filipino and English subjects. In some instances, literature sees as a form of imposing values among students. Due to inevitable changes in society, new technologies have arrived at use in teaching and learning. The advancement of technology introduces a massive development in the rostrum of information. New technologies in collaborative contexts in education had identified teachers in finding ways to model activities with them. As mentioned by Hudson (2013), learning with technology has become essential, and technology to be part of children's education. Thus, with technology, young people need to be highly skilled in their information and communications technology.

Students' engagements in the classroom, along with technology, add flexibility to their learning process. Since then, as technology emerged with education, the learners' ability to find, utilize, and evaluate information was developed and became simple through their access to different modern devices available. So, nowadays, students can enhance their critical thinking and problem-solving. These technologies provide learners' efficient needs, especially in educational matters (Tutkun, 2011). The teacher in a traditional classroom will try to explain the concept verbally and through the blackboard. There was no technology, no multimedia. There was no freedom of speech. Without a doubt, the 21st century is an era of revolutionary. This is now in the 21st-century education system. Such teaching methods are required to expose pupils to gain knowledge, develop cognitive thinking, and increase psychomotor skills in learning. It is easy for us to gather information in modern technology and impart our knowledge to other people. We can get a lot of data using the internet. Learners' understanding, critical thinking, practical skills, and interest are crucial factors of a suitable teaching method (Begum, 2018).

In connection to that, technology can develop a classroom setting that is beneficial for students. This transformation using diverged communication technologies impacts how communication takes place, with these circumstances transported the essential use of Polymedia.

Polymedia is a multimodal in the education area, which deals with the new learning trend in the four corners of a classroom. It is a combination of multimedia and interpersonal communications that establishes and innovates the students' learning system. As we all know, the students' standard learning style is exposure to technology (Delos Reyes, 2020).

Polymedia understands media as part of multiple environments within which each medium is defined relationally to all other media from the user's point of view. Besides, polymedia structures modify the emphasis from discrete technologies or platforms to an appreciation of media environments rather than definite technologies' properties (Madianou and Miller, 2013). Therefore, the idea mentioned above states that the use of interactive materials in physical and virtual space can manage the students' behavior and can set diversity-interactive learning environments that are receptive to learner's diversity.

According to Tacpal et al. (2019), students can learn more by modern adaptations of modalities. Learners can learn more when the text is being taught and presented. Through different media, the learners' senses are being used that will result in learning, and the delivery of lessons is being introduced in a way that is encouraging and appealing.

Teachers need opportunities and support to enhance a meaningful pedagogy to become skilled at using new forms of assessment data to address the unique needs of learners and implement linguistically and culturally responsive instructional practices for high-quality education.

As a result of the rapid evolution and innovation of technology, a new teaching method must be integrated, a modernized instruction that can cater to the new generation exposed to technology. Students can also develop their command of language and attain high retention and comprehension (Delos Reyes, 2020). Thus, interactive learning materials as a student learning management in literature class is proposed in teaching literature courses because it offers supplementary teaching learning strategies for 21st-century learners.

### **Theoretical/ Conceptual Framework**

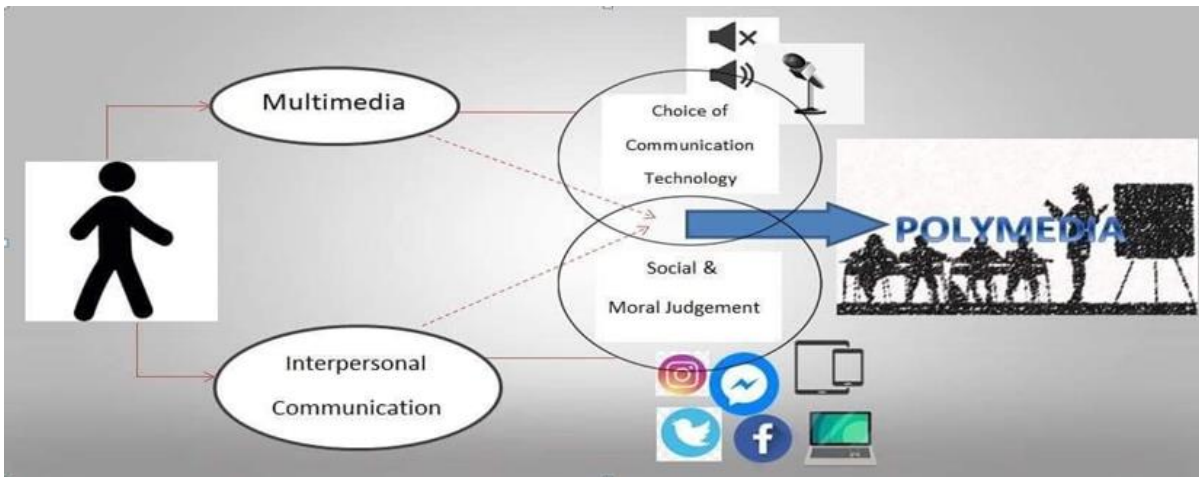
This study theoretically affixed to the theories, namely, Computer-Assisted Instruction theory, Dale's Cone of Experience, Vygotsky's scaffolding, Constructivism as a teaching and learning theory and Dewey's Constructivism and Responsive Classroom.

With the era of technology and the inevitable shift of the learning of the learners' interest from basic instructional materials to related technology materials, it is necessary to make sure that the instruction use in a Literature classroom must be helpful. As stated in Computer-Assisted Instruction (Guo, 2013), computer-integration in the learning process can help establish the theory and ideas. It supports what the learners must learn and gives reinforcement to teachers to deliver the learning to students for the betterment and widen their skills and competencies. It also focuses on the support of technological devices in instructions to achieve the instruction's desired objectives. In connection to Edgar Dale's Cone of Experience Theory (2014), the more senses that involved in learning, there is better learning will be gain by the learners. Thus, this regards the implementation of Polymedia in providing discussions in the teaching and learning process.

Moreover, this study emphasizes the constructivism of teaching and learning (Dagar, 2016) and the Scaffolding of Vygotsky (1978). Students learn and acquire skills with the teacher's support of new concepts, ideas and understand new lessons and theory. Furthermore, these also support this study given that materials provide help and assistance to the learners to complete and achieve understanding which they do not know and need support.

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*Figure 1. Polymedia Model Theory (Madianou and Miller, 2012)*

Moreover, Dewey's constructivism theory is a theory that reconstructs past and present teaching and learning theories. It is a learning strategy that draws on learners existing knowledge, beliefs, and skills. As an essential agent for the learning process, the learner constructs their understanding and knowledge through experiences in the classroom. The learners are taught how to use their sensory input to construct meaning because learning is an active process. Learning involves the learners' interaction to attain active learner in doing something for the knowledge which exists out there that connotes to the traditional formulation of a different idea.

Learning consists of constructing meaning and systems of meaning because people learn to learn as they learn. This is also related to classroom management. It helps the teachers think of innovation to the learners, especially activities to have a different understanding of the topics. This theory pointed out the underlying principles where the learners are the active participants in the teaching-learning process and practice the sense of self-regulation. There is a social interaction necessary for effective learning and encouraged to make sense of information for themselves.

## II. Methodology

This study used descriptive and developmental research designs. Descriptive research method describes situations. It is a fact-finding methodology with adequate interpretation of profiles, attitudes, opinions, views, and contrast characteristics of communities, people, processes and events (Guevara & Lambinico, 2011). This pertains to the gathering of information about certain conditions or situations for the purpose of description and interpretation (Galera *et al.*, 2018). Descriptive research will utilize in the interpretation, analysis, classification and tabulation of the result of the developed Polymedia learning materials.

Developmental method on the other hand is suitable when developing, designing and evaluating instructional programs, products and processes (Seels & Richey, 1994). Instructional development is defined by Heinich *et al.* (2002) as the process of analyzing needs, determining what content must be mastered, establishing educational goals, and designing materials to reach the objectives. These methods are suitable when developing and validating a product such as a module, textbook, manual or internet program (Guevara & Lambinico, 2011).

Developmental research designs are the systematic study of designing, developing and evaluating instructional programs, processes, and products that must meet the criteria (De Vera, 2016). In this research, there are four stages in the development of interactive learning materials (Figure 3), namely: planning, development, validation/evaluation and outcome/final phase.

## III. Results and Discussion

The respondents' feedback has 15 area indicators to show that the ILMs are accepted from the learners. It can be gleaned in table 8.

The table 8 shows the feedback of the respondents in the ILMs of this study. From the average weighted mean, it garnered 3.79 which is described as strongly agree. The feedback of the respondents has given the ILMs accepted in the literature classes. Good feedback from the students gains this study confidence to utilize this in various literature classes and its related.

There are 15 area indicators that cover the feedback of the respondents. Noticeably, all areas garnered strongly agree as their descriptive equivalent. It is overwhelming that the ILMs has great result from the respondents of the study. The area indicators that garnered the highest weighted means are numbers 1, 8 and 4.

These states that the ILMs have clarity of language, provided good contents, and respondent friendly instructional materials. These are few good points from all the statements which have strongly agree remarks to ILMs. From the table itself, the ILMs meet the need of literature classes using this innovation of instructional materials in the teaching and learning process.

According to the National Teacher Training Institute (NTTI, 2011), incorporating videos in the classroom leads to increased retention of information by students and helps them comprehend the material quicker than students who are not exposed to videos in the classroom. Videos may allow teachers to reach students who are visual learners and tend to learn best by seeing the material rather than hearing or reading about it. Metin (2008) also stated that using instructional material is effective because students overcome misconception. This clarifies their confusion of abstract ideas which are seen in the materials in class.

**Table 1. Respondents' Feedback**

Indicators	WM	DE
1. Clarity of Language The vocabulary, language structure and concepts suit the level of the respondents.	3.89	SA
2. Presentation / Organization of Topics The ideas presented are organized in a logical manner that covers appropriate topics.	3.78	SA
3. Suitability The ILM are appropriately represented the substance of the research. The topics are designed to determine the condition, knowledge, perception and attitude. They are measurable.	3.80	SA
4. Content This defined the objectives, emphasized the lessons and supported by practice examples and tasks suited to the course.	3.83	SA
5. Adequacy of the purpose The coverage of the course is adequately presented in the level of understanding of the learners.	3.70	SA
6. Attainment of the purpose The ILM as a whole fulfill the objectives of the lessons/topics.	3.69	SA
7. Relevance of the Materials This promotes the development of students' communication skills which are clearly presented to equip the students.	3.81	SA
8. Respondent-Friendly Tool The ILM create a positive impression, one that motivates the respondents to answer and encourage participations.	3.87	SA
9. Presentation of Materials The ILM attract the learners' attention in effective audio-visual aids that encourages interaction among the learners.	3.76	SA
10. Objectivity No aspect in the ILM suggest bias on the part of the researcher.	3.78	SA
Average Weighted Mean	3.79	SA

Moreover, Fulton (1997) said that effective integration of technology is the result of many factors. ILMs are technology-based instruction to update, innovate and uplift learners' interest during the discussions. As supported by McGlenn, (2007) and Tanner (2009), presentations can be in different forms. Integrated presentations with audio are resources of additional learning that provide voice communication in the classroom. This can help foster interest and participation from the learners and encourage them to learn better.

#### IV. Conclusion

The following conclusions were drawn from the findings and results of the activities conducted: Audio-visual presentation is highly needed in teaching the subject, Philippine Literature, because it is more attractive and efficient in teaching literature. Moreover, it is a salient modality in teaching literature because it integrates ICT, which is helpful for positive learning. Moreover, the three literary pieces under the subject, Philippine Literature that need ILMs are *The World is an Apple*, *How My Brother Leon Brought Home a Wife*, and *I am a Filipino*. Thus, the stories aforementioned are familiar to the students, and they find it interesting. ILMs developed were composed of animations, spoken text, and human representations to catch the learners' attention.

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