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Improving Students' Knowledge on Demonstrative Pronouns through Strategic Intervention Material

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This study evaluated the efficacy of a teacher-made Strategic Intervention Material (SIM) in improving Grade 10 students' knowledge of demonstrative pronouns. A quasi-experimental research design was utilized with 46 purposively selected Grade 10-Garbanzos students as respondents and Paired T-test was used in interpreting data. Findings showed that students' mean scores improved significantly from 8.57 (low knowledge level) in the pretest to 21.30 (high knowledge level) in the posttest, with a mean difference of 12.73. Statistical analysis revealed a highly significant difference between pretest and posttest scores $t(45) = -19.585$, $p<.001$. The calculated effect size was very large (Cohen's $d=2.89$), indicating a substantial practical magnitude of improvement which was highly significant. In addition, the SIM was found informative and acceptable by the students. These results provide strong evidence that the teacher-made Strategic Intervention Material is an effective tool for fostering students' knowledge of demonstrative pronouns.

Keywords: knowledge level, demonstrative pronouns, quasi-experimental, pretest, posttest, teaching

INTRODUCTION

Intervention materials, according to Leopardas et al. (2020), are tools designed to support processes or activities aimed at producing specific outcomes in education. In the school setting, Strategic Intervention Material (SIM) are the instructional resources which are specifically developed by the subject teachers to help learners master the scholastic competencies they struggle with during regular classroom instruction. It has been established that SIM typically targets least-learned competencies and gives organized exercise and assessment with the use of guide cards, activity cards, reference cards, and evaluation tools, which aim to further improve both learning retention and academic performance (Mullis et al., 2020).

Research has shown that SIM is effective across learning areas. In fact, Suarez and Casinillo (2020) found that SIM significantly improved the performance of Grade 6 students in Science subject. In the same manner, Bastida and Bastida (2022) reported that with the use of SIM, senior high school students achieved higher scores in Physics. These studies suggest that well-designed intervention materials can improve student learning when they target specific challenges. In English, for instance, mastering grammar is essential for effective communication. Demonstrative pronouns, which are a fundamental grammar skill, are introduced early but remain difficult for many junior high school students. At Baybay National High School, awareness of grammar, including the correct use of demonstrative pronouns, has been identified as a persistent weakness. Observations show that many Grade 10 students confuse "this" and "that," which impacts both their oral and written communication.

While it is undeniably true that English intervention materials are available through the Learning Resource Management System (LRMS), many of these resources are generic in nature and do not reflect the unique needs of local learners. Also, these materials may require subscriptions, downloads, or log-ins, and often lack localized examples relevant to students' classroom experiences. As a result,

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students continue to struggle with demonstrative pronouns, highlighting a need for teacher-made SIM tailored to their context.

Electronic-Strategic Intervention Materials (e-SIM) developed through modern educational tool evolution which provides digital solutions for supporting struggling students. Manlapig Jr. et al. (2024) conducted a quasi-experimental study with Grade 12 students in the Philippines to research complex Physics topics. The research showed that students achieved better academic results and higher learning motivation after they used e-SIM. The research shows that technology integration into SIM systems does not just make content easier but also improves students' ability to learn challenging material. A structured SIM system which operates for Physics and English grammar assessment functions as an effective method to address learning gaps between students. Teachers should use these materials in their classrooms because students encounter difficulties in demonstrating pronoun usage mastery.

The success of any educational strategy relies on two factors: the fundamental content of the materials and the structural and professional environment which houses their teaching activities. Aktan (2018) conducted a qualitative case study which examined teachers' perspectives about inclusive education programs through his research. The research demonstrated that multiple programs failed to attain their intended levels of success because of two factors: 'professional deficiencies of teachers' and 'insufficient support services.' For an intervention to achieve its purpose Strategic Intervention Material (SIM) needs to implement two essential components which include awareness-raising studies and enhanced human resources. Any pronoun-related SIM needs proper design together with its implementation support and teacher training to achieve maximum teaching effectiveness.

The development of SIM in this study is guided by three complementary theories. The behaviorism theory enables students to demonstrate pronouns through their practice because it provides them with instant feedback after after stimulation. Constructivism supports operational, student-centered learning, in which the learners gain understanding through guided practice. Cognitive Theory promotes reasoning by recognizing diverse learning preferences while guiding students to master grammar through SIM activities. The three theories demonstrate that SIM functions as a specialized intervention which improves Grade 10 students' understanding and use of demonstrative pronouns.

The above situation considered and with the aim of improving Grade 10 students' knowledge on this particular competency, the researcher crafted and came up with the intervention material titled "Moving Forward".

The Strategic Intervention Material (SIM) was designed to help students learn pronoun cases through its use in classrooms. The SIM material proved to be effective because it enhanced Grade 10 students' spelling and grammar skills according to research findings. The researcher will present the material to the Office of the School Principal for official adoption by the institution. The material will undergo internal integration before it gets submitted for distribution throughout the district and division levels. The researcher intends to publish the SIM through an established academic publisher to create a verified reference resource that will benefit both the public and the educational community.

Research Questions

This research endeavour intended to ascertain the usefulness of a teacher-made Strategic Intervention Material (SIM) in improving the Grade 10 students' knowledge on the effective use of demonstrative pronouns.

Specifically, this study sought to answer the following questions:

1. What is the Grade 10 students' knowledge level on the effective use of demonstrative pronouns before the introduction of the Strategic Intervention Material (SIM)?

2. What is the Grade 10 students' knowledge level on the effective use of demonstrative pronouns after their exposure to the SIM?
3. Is there a significant difference between the pretest and posttest mean scores of the students before and after exposure to the SIM?
4. What are the students' perceptions toward the teacher-made SIM in terms of its clarity, usefulness, and engagement?

METHOD

Participants

The participants in this particular study were the Grade 10 students of Baybay National High School. Out of 23 Grade 10 sections, only one section (Grade 10-Garbanzos) was selected through purposive sampling. This group was chosen specifically because of the students' difficulty with demonstrative pronouns during the initial classroom tests. Purposive sampling enables the researcher to select participants who possess characteristics which are relevant to the study's objectives (Etikan, Musa, & Alkassim, 2016). The study targeted this "information-rich" subgroup because it would provide more accurate assessment results of Strategic Intervention Material (SIM) ability to correct specific learning deficiencies.

Grade 10 Section Garbanzos originally consisted of 50 students. However, only 46 students (21 males and 25 females), aged 15-18 years old, participated and completed the study due to certain reasons. The study excluded participants who reached extreme outlier scores which included ceiling and floor effects because these scores would disrupt the average calculation and those who did not provide parental consent or student consent for their participation. The final sample size of 46 participants met the minimum requirement for conducting parametric statistical analysis, particularly the paired-samples t-test.

Research Design

This study utilized a quasi-experimental pretest–posttest design in order to determine the effectiveness of the teacher-made Strategic Intervention Material (SIM) in improving Grade 10 students' knowledge of demonstrative pronouns. A pretest–posttest approach enabled the researcher to measure the participants' performance before and after exposure to the intervention material, thereby determining whether significant improvement occurs. The quasi-experimental design was deemed appropriate in this particular study because random assignment of participants was not feasible in a natural classroom setting. According to Creswell and Creswell (2018), such design is commonly used in educational research to evaluate instructional interventions in real-world contexts.

The Intervention Material

The intervention the author proposed was a 13-page teacher-made intervention material titled "Moving Forward". It focused on Grammar Awareness which aimed to use pronouns effectively with the learning competency coded as EN10G-IIIb-31. It was composed of the following sections: guide card, activity card, assessment card, enrichment card, answer key card, and reference card. This particular material was based on Bloom's Taxonomy of Learning which envisioned to: (1) identify the pronouns utilized in sentences; (2) supply the missing pronouns in sentences; and (3) use pronouns correctly and effectively in composing a persuasive speech.

The teacher-made SIM consisted of five essential instructional cards, each designed to address specific competencies related to demonstrative pronouns: (1) Guide Card which introduces the topic of demonstrative pronouns and provides step-by-step instructions for completing the activities in subsequent cards; (2) Activity Card 1 which focuses on the identification of demonstrative pronouns

in sentences; (3) Activity Card 2 which calls for the completion tasks requiring students to supply the correct pronouns in sentences supported by images; (4) Activity Card 3 which deals with application exercises where students categorize items (e.g., garbage) and write sentences using demonstrative pronouns in context; (5) Assessment Card which measures mastery through dialogue completion exercises using demonstrative pronouns; (6) Enrichment Card which provides higher-order tasks, such as writing a persuasive essay incorporating demonstrative pronouns, to enhance transfer of learning to real-life contexts; and (7) Answer Key & Reference Card which supports self-assessment and provides sources used in constructing the SIM.

The SIM was carefully designed to provide guided practice, assessment, and enrichment while addressing the least-learned competency of demonstrative pronouns.

In order to ensure content accuracy, instructional quality, and appropriateness, it underwent expert evaluation by: (1) Master teachers who reviewed the material for pedagogical clarity; (2) Language evaluators who ensured proper use of English grammar and alignment with learning objectives; and (3) Content specialists who verified the accuracy and relevance of the material.

Experts used evaluation criteria adapted from DepEd Memorandum No. 225, s. 2009. Feedback from the experts was incorporated through iterative revisions to improve clarity, correctness, and instructional effectiveness. The reliability of the instrument was established using Cronbach's alpha ($\alpha = 0.80$), showing satisfactory internal consistency (Field, 2018).

Lastly, revisions were made based on the experts' recommendations.

Research Instrument

In this particular study, two sets of questionnaires were utilized: the pre-intervention questionnaire and the post-intervention questionnaire.

The pre-intervention questionnaire consisted of three parts designed to assess students' knowledge of demonstrative pronouns: Part I is a 5-item identification test requiring students to identify demonstrative pronouns in sentences and determine whether they were singular or plural (maximum score: 10 points). Part II is a 5-item completion test requiring students to supply appropriate demonstrative pronouns in context-supported sentences (maximum score: 10 points). Lastly, Part III is a dialogue-writing task requiring students to construct a short dialogue using "this," "these," "that," and "those," evaluated using a standardized rubric (maximum score: 10 points).

The highest possible score for the test was 30 points. Scores were classified into the following knowledge levels: 21–30: High, 11–20: Medium, and 0–10: Low.

The post-intervention questionnaire contained the same three parts to ensure comparability of results. An additional fourth part was included to measure students' perceptions of the SIM in terms of clarity, usefulness, and engagement.

The instrument demonstrated acceptable internal consistency, with a Cronbach's alpha coefficient of 0.80, indicating good reliability (Field, 2018).

Data Collection Process

Prior to the conduct of the study, written certifications were issued by the School Research Committee, the District Research Committee, and the Division Research Committee which proved that they had scrutinized the proposal and reviewed it exhaustively before its approval. Subsequently, an endorsement letter was issued by the Schools Division Superintendent which gave the researcher the approval to start conducting the research. A letter asking permission was sent to the School Principal of Baybay National High School and upon his approval, the study was conducted.

Preceding their participation in the study, informed consent were secured from all the participants and since they were all minors, parental consent were also taken. All of the students were informed about the study's purpose, the procedures involved, and the right to decline or stop their participation at any point they want without any consequence.

A pre-intervention questionnaire was used to determine the respondents' existing knowledge on the effective use of pronouns. Copies of the questionnaires were distributed to the respondents and they were given enough time to answer the questionnaires. If in case they have questions, the researcher was ready to answer and help them fill out the questionnaires.

After answering the pre-intervention questionnaire, the 13-page printed intervention materials were distributed each to the respondents for them to read, interpret, analyze, and answer. They were given one week to read the intervention material at home and so that the conduct of the research would not affect their studies. Moreover, on the second, fourth, and sixth day, follow-up with the respondents were done by the researcher to make sure that they were really reading the intervention material and to make sure that the SIM served its purpose. On the second day, the researcher followed up if the respondents have already answered the 3 activity cards, assessment card on the fourth day, and the enrichment card on the sixth day. During those days, their answers were also checked and request some of them to reason out why they arrived at such answers.

After one week, the post-intervention questionnaires were distributed to the students for them to answer. The post-intervention questionnaire contained the same questions with that of the pre-intervention questionnaire. However, there were additional five questions to evaluate the efficacy of the material.

The process of gathering and tabulating of data were treated with utmost confidentiality. Once the questionnaires are retrieved, their answers were tallied by the researcher himself and the scores were tabulated and compared with the pre-intervention results in order to prevent possible disclosure of sensitive data which were not included in the research objectives. Each respondent was given code in order to hide their identities and to make sure that their answers could not be easily traced back to them. The encoded data were saved in laptops which were protected by passwords and could be accessed only by the researcher. The hardcopies of their answers were stored in a cabinet secured with locks for safekeeping and for possible reference as the need may arise. Lastly, the results were interpreted and reported in tables in relation to the research objectives.

Data Analysis Plan

All the data obtained from the respondents' responses were encoded on Microsoft Excel and statistical results were analyzed using Jeffreys's Amazing Statistics Program.

In order to determine the students' knowledge level before the introduction of the intervention material, their pre-intervention test scores were ascertained.

For the first part, each of the five demonstrative pronouns was given 1 point and each correct answer for the identification either it is singular or plural was given another 1 point. The highest possible score for the first part is 10 points.

For the second part, each correct demonstrative pronoun was given 2 points or a total of 10 points. The answers for the part 3 were given a maximum of 10 points using a standardized rubric. Total score for the three tests is 30 points. The scores of the respondents correspond to certain knowledge levels, as follows:

Table 1
Grade 10 students' knowledge level on the effective use of demonstrative pronouns according to their test scores

Test Scores	Knowledge Level
21-30	High
11-20	Medium
0-10	Low

To answer the second objective, the post-intervention test scores were determined. The same categories as the pre-intervention test were used.

To find out whether there is a significant difference between the pretest mean score and posttest mean score, paired t-test was used.

Lastly, in order to ascertain the students' perceptions toward the teacher-made SIM in terms of its clarity, usefulness, and engagement, frequency counts and percentages were utilized.

FINDINGS

This study focused on determining the usefulness of a teacher-made Strategic Intervention Material (SIM) titled "Moving Forward" in improving the Grade 10 students' knowledge on the effective use of demonstrative pronouns. It is important to compare the mean scores of the respondents before and after their exposure to the intervention material. Through this comparison, we can tell whether there is an increase in the scores of the respondents after they were exposed to the SIM.

Students' Mean Scores Before and After the Intervention

In this particular study, 46 students of Grade 10-Garbaonzos served as respondents. They were required to answer the pretest questionnaires before they were introduced to the teacher-made intervention material. Table 2 shows the Grade 10 students' level of knowledge on the effective use of demonstrative pronouns which reflected that respondents' pretest mean score is only 8.57 which falls on the "low" knowledge category.

Table 2
Grade 10 students' knowledge level on the effective use of demonstrative pronouns before introducing the intervention material

Competency	No. of Students	Pretest Score		Knowledge Level
		Mean	Standard Deviation	
Effective Use of Demonstrative Pronoun	46	8.57	4.961	Low

After giving the intervention to the students, they were subjected to the posttest and their results are reflected on Table 3. Data showed that after exposing the students to the intervention material, their mean score was 21.30 which can be categorized under high knowledge level.

Table 3
Grade 10 student's knowledge level on the effective use of demonstrative pronouns after introducing the intervention material

Competency	No. of Students	Posttest Score		Knowledge Level
		Mean	Standard Deviation	
Effective Use of Demonstrative Pronoun	46	21.30	5.197	High

While there was a change in the students' knowledge level on the use of demonstrative pronouns, there is still a need to determine whether or not the difference between pretest and posttest scores is

significant. Using paired-samples t-test, it was found out and was reflected in Table 4 that respondents' mean difference before and after being exposed to the intervention is highly significant. The mean score improved from 8.57 (low knowledge level) in the pretest to 21.30 (high knowledge level) in the posttest ($t(45) = -19.585$, $p < .001$).

Table 4
Difference between the students' mean scores before and after ushering the intervention material

Competency	Mean Difference	t-computed	df	p-value	Significance
Effective Use of Demonstrative Pronoun	12.73	-19.585	45	.000	Highly Significant

Students' Perceptions Toward the SIM

In addition to Part 1 and Part 2 in the pre-intervention questionnaire, the students were asked to answer five (5) questions in the post-intervention questionnaire regarding their experience in reading and answering the SIM. Respondents' responses are reflected in the table on the next page.

Based on the results, almost four-fifths (86.96%) of the respondents informed that they find the instructional material generally informative. When asked, they emphasized that through it, they were able to identify the pronouns used in sentences, supply the missing pronouns in sentences, and use pronouns correctly in composing a persuasive speech. However, few of them informed that they already knew about demonstrative pronouns and solid waste management which were given focus on the SIM. This was reportedly why they informed that the material was not informative.

On the second question: "Is there something about the material that you like?", 39 out of 46 respondents (84.78%) answered that there is something in the intervention material which prompted them to read it and understand its contents. The approach used in the SIM was reportedly contextualized and localized that it included a problem on solid waste management which is an existing problem in Baybay National High School. It also reportedly used simple words which were understandable by the average readers. However, there are also a few respondents who "No" in this question with the same answers they have given in the first question.

Table 5
Student respondents' responses on the use of SIM

Questions	Answers	Frequency	Percentage
1. Do you find the material informative?	Yes	40	86.96
	No	6	13.04
2. Is there something about the material that you like?	Yes, there is.	39	84.78
	None at all.	7	15.22
3. Is there something about the material that you do not like?	Yes, there is.	7	15.22
	None at all.	39	84.78
4. Will you recommend that it will be used in other sections?	Yes	43	93.48
	No	3	6.52
5. If we are to improve the material, how?	No answers	43	93.48
	Proper editing of the pictures, color combination, and background	3	6.52

Looking into the third question: "Is there something about the material that you do not like?", 39 respondents (84.78%) informed that there is nothing in the intervention material which they do not like and in fact informed that for them, the material is generally acceptable. On the other hand, there were still few respondents who opined that they do not like the background and the editing of the pictures used in the SIM.

On the fourth question asking the respondents if they are going to recommend the use of materials in other sections, most of them (93.48%) divulged that they will do so. In fact, they informed that when they brought their copy of the material at home, they showed it to their friends and family members and in fact encouraged them to take time to read it. However, three of them opined that the material's general appearance should be improved before mass reproduction.

Completing the questions were their suggestions on how they are going to improve the material to make it more efficient and useful. Three of them informed that the material's overall appearance should be improved in order to catch more attention from the readers. They specifically mentioned color combination, proper editing of pictures, and the choice of background.

DISCUSSION

Based on the study's findings which were being presented above, the structured activities of the strategic intervention material (SIM) helped students develop cognitive skills and practical skills according to the score results that showed a major improvement with ($t=-19.585, p<.001$) statistical evidence.

The success of the "Moving Forward" SIM can be attributed to its specialized design. The SIM developed for Baybay National High School used five essential cards which established a scaffolded system of learning through its specialized material. The Activity Cards provided students with multiple exercises which enabled them to learn pronoun usage through repetition. The Answer Key Card system together with an encouraging tone of "Good job!" allowed learners to check their answers which decreased their anxiety while they worked independently. The SIM achieved reduced cognitive load through its implementation of local waste segregation problems and trash can labeling problems. Students learned grammatical rules through their understanding of actual life situations instead of learning from theoretical concepts. The overall structure of the material provided step-by-step guidance on how to learn about demonstrative pronouns in a self-paced and independent manner, practical exercises by requiring the students to use pronouns in realistic contexts (e.g., dialogues, garbage classification, essay writing), and enrichment tasks aligned with students' learning needs, functional grammar use, and retention.

The SIM developed by the teacher stands out through its implementation of materials that match the specific needs of their local environment. The SIM used waste segregation and classroom materials and school activities from Baybay National High School Grade 10 students as its instructional materials. Students had to identify the trash can content with the four types of waste which included biodegradable and recyclable and residual and hazardous materials in Activity Card 3. Students needed to create sentences about demonstrative pronouns which they had to use for their trash can labeling project which required them to identify waste types.

Students showed increased engagement because of this contextualization which worked through multiple pathways. First, familiar situations reduce cognitive overload because students do not need to process unfamiliar contexts while simultaneously learning grammatical rules. When grammar instruction connects to actual school activities such as waste management students understand the lesson better because they see its connection to their daily life. Meaningful learning processes lead to deeper cognitive development which results in better knowledge retention and knowledge transfer.

Based thereon, the rise of the students' scores can be attributed to their exposure to the intervention material. Random interviews with the respondents revealed that they were religiously reading and answering the intervention material because they were instructed and constantly reminded by their English teacher to comply with this research endeavor because aside from learning from the intervention material, they can also help promote or improve the material before it will be endorsed to be used widely. They also revealed that they personally feel that the material can help them improve

their grammar use and their communication skills in general.

The SIM established a starting knowledge level because it identified the students' existing knowledge base. Being able to establish its learning process through successive learning stages, the students who participated in this study demonstrated greater material engagement because they reported higher levels of activity commitment throughout the study.

This research followed specific procedures such as follow-up monitoring situated between two periods of one week in which students studied the material created dual benefits because it held students responsible for their actions while keeping them engaged in learning activities. This approach required students to take an active role in interacting with the SIM instead of simply reading through the material.

Notably, the SIM design follows active learning principles together with scaffolded instruction methods which help students develop from supervised learning to fully independent learning. The large mean difference (12.73) and highly significant statistical result indicate that the structured empathetic design together with contextualized implementation of the SIM system created a major impact on student learning of demonstrative pronouns.

Also, the research used a one-group pretest–posttest quasi-experimental design which enabled researchers to conduct their study with enhanced internal validity through their strategic methodological safeguards. The substantial mean gain of 12.73 points indicates that test results show improvement which exceeds normal testing effects because the researchers used a one-week period as their washout period to confirm that test results measured internalized knowledge instead of temporary memorized information. The SIM required students to complete essay writing and dialogue completion tasks which created a demanding cognitive challenge that enabled educators to assess student development through their actual competency skills instead of basic memorization skills.

The significant gains observed in this study match existing empirical research which proves Strategic Intervention Materials (SIM) help students achieve better results in multiple academic fields. This study shows that structured interventions are necessary to fix particular competency deficiencies which Sinco (2018) and Lazo and de Guzman (2021) documented through their research on Science and Economics pretest and posttest score differences. The results show that students improved their grammatical skills in the same way as Cordova et al. (2019) showed that SIMs for English instruction improve learning outcomes through better sentence construction and deeper subject understanding. The studies support the idea that carefully chosen local materials function as effective tools for academic advancement across different levels of instructional material difficulty.

The research shows that 'Moving Forward' SIM instructional methods create positive educational outcomes because targeted teaching methods help students develop knowledge and self-confidence. The study results show significant performance improvements which match the research results of Houwelingen et al. (2021) who found that their training program for healthcare workers increased both procedural skills and remote consultation rates. The specialized media approach leads to better learning outcomes based on research by Deoaryudya et al. (2025) which proved that dentistry students achieved better knowledge results after they studied digital micro-learning modules. The research of Solehati et al. (2025) demonstrates how application-based tools can completely change learning results by changing both educational content and student behavior in sensitive learning environments. The research studies show that instructional materials which enable learners to choose their learning path through traditional SIM or digital micro-learning or mobile applications create stronger educational results.

CONCLUSION AND SUGGESTIONS

Based on the statistical and qualitative data that the researcher gathered, the following conclusions are put to place:

1. The research demonstrates through strong empirical evidence that the teacher-created Strategic Intervention Material (SIM) "Moving Forward" functions as an effective educational resource for teaching Grade 10 students demonstrative pronouns. The transition from a "Low" knowledge level (8.57) to a "High" knowledge level (21.30) represents a transformative shift in student competency.

2. The intervention achieves its successful outcome because it implements a design which provides contextualized support through its structured framework. The SIM system achieved successful operation by connecting local waste management problems at schools with actual grammatical application in everyday situations, which reduced cognitive load for users. The learning environment improved through the implementation of "pedagogical empathy" which teacher used to provide feedback and students used to check their progress through self-paced verification cards. The study results show that students preferred localized self-instructional materials which delivered better results than general resources for solving particular learning challenges.

In view of the aforementioned findings and conclusions, the following recommendation are offered:

1. The Office of the School Principal needs to implement official license and distribution rights for the "Moving Forward" SIM to use it in all Grade 10 classes at Baybay National High School because it addresses the same literacy and grammar difficulties faced by their students.

2. Educators should receive support and training to create Strategic Intervention Materials which meet their specific needs in their particular educational settings. The use of local school environmental problems, such as waste segregation, as teaching materials helps students learn difficult English language lessons through more understandable and interesting content.

3. The SIM needs to implement design enhancements which the student feedback from this research study identified. The material needs visual improvements through better color combinations and background enhancement and picture editing to create more appealing content which will help students maintain their focus.

4. The researcher recommends that schools should investigate e-SIM technology which enables them to convert traditional SIM cards into digital formats. The system enables students to access educational content through distance learning and blended learning methods.

5. Future studies should investigate the long-term retention of these grammatical skills. The researchers need to perform a delayed posttest after several months from the intervention period to verify whether participants maintain their "High" knowledge level.

6. School administrators should back teachers who develop educational materials because this will improve grammar teaching methods. The research will investigate how SIM usage affects language retention over time while examining its use in various language learning contexts. The intervention material can be a prototype SIM and could be used as model for future intervention materials to be made by future researchers.

7. If this study will be replicated by other researchers, it is suggested that the number of respondents should be increased in order to have a wider representation of the target group. Instead of utilizing one section, future studies should be conducted in 3 or 4 sections.

8. At the school level, administrators may encourage the development and utilization of teacher-made Strategic Intervention Materials (SIMs) to address identified least-learned competencies, particularly

in grammar instruction. Schools may establish peer-review mechanisms to ensure quality assurance and alignment with curriculum standards prior to implementation.

9. At the division level, education supervisors may consider organizing capacity-building workshops that train teachers in designing localized and context-sensitive intervention materials. Providing structured guidelines and validation frameworks may enhance consistency and effectiveness across schools.

10. Furthermore, curriculum planners may consider integrating structured intervention strategies within the Learning Resource Management System (LRMS), particularly for competencies that consistently appear in school-level diagnostic assessments as areas of difficulty.

11. However, given the quasi-experimental design of the present study, it is recommended that future large-scale investigations employing control groups be conducted prior to adopting system-wide implementation policies. Evidence-based scaling should be guided by further empirical validation.

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