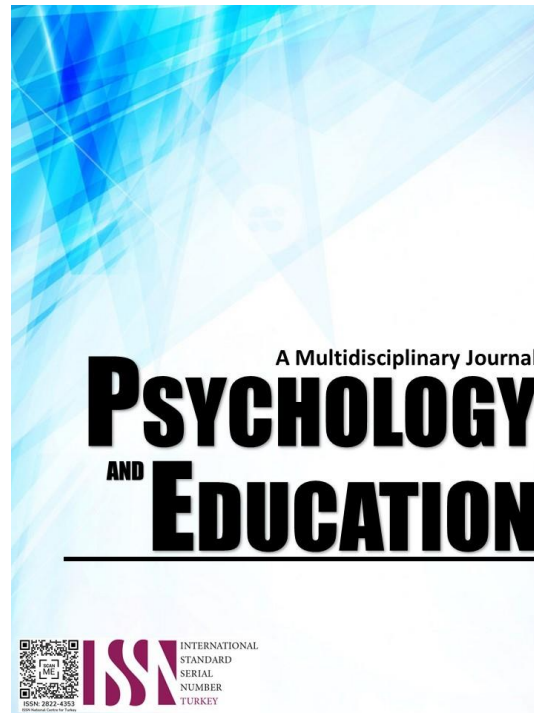


PERFORMANCE OF GRADE 9 DRESSMAKING STUDENTS UTILIZING THE DEVELOPED TASK-BASED LEARNING MATERIALS IN PATTERN DRAFTING



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 11

Pages: 153-161

Document ID: 2023PEMJ949

DOI: 10.5281/zenodo.8181317

Manuscript Accepted: 2023-23-7

Performance of Grade 9 Dressmaking Students Utilizing the Developed Task-Based Learning Materials in Pattern Drafting

Jeanie Medina-Regencia*

For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the performance of Grade 9 Dressmaking students utilizing the developed task-based learning materials in pattern drafting as a tool in teaching Technology and Livelihood Education at Sta. Elena High School, Division of Marikina City during the school year 2022-2023. The study adopted an experimental research method, using a sample of 100 Grade 9 students selected from the five sections taught by the researcher. The students were divided into two groups and administered a pretest and posttest to compare their performance in pattern drafting lessons for the third and fourth quarters, with and without the use of task-based learning materials. The data collected were statistically treated using the mean and t-test to determine the significance of the observed differences. It was found out that the students in the control and experimental group performed higher in the posttest than in the pretest. Also, there was a significant difference between the pretest and posttest mean scores of the control group using the traditional method of teaching pattern drafting in Dressmaking class and of the experimental group after using the Task-Based Learning Material of teaching pattern drafting in Dressmaking class. The respondents gave comments and suggestions to further improve the developed learning material.

Keywords: *students' performance, dressmaking, task-based learning material*

Introduction

Technology and Livelihood Education (TLE) is one of the disciplines included in the implementation of the K to 12 Basic Education Program (BEP). In this research, the focus is on the Home Economics Dressmaking mini course. At present, dressmaking is one of the areas of specialization in the Technical-Vocational and Livelihood track for Junior High School students in public and private schools. One of the objectives of the K to 12 curriculum is to develop the skills of the learners in different technical-vocational areas. The TESDA Training Regulations (TR) for dressmaking requires the TLE teachers and the learners to pass the TESDA National Certification (NC) II qualification consisting of competencies that a trainee must satisfy to enable him/her to draft and cut patterns, cut the material/fabric, sew material/fabric and apply finishing touches on the ladies' casual apparel under the Garment sector.

The Department of Education (DepEd) in the Philippines has recently implemented a new system of education delivery in response to the COVID-19 pandemic. This system involves the use of self-learning modules (SLMs) that students can study on their own at home, with the guidance of their teachers and parents. The SLMs are printed materials that contain lessons, activities, and assessments, designed to meet the learning competencies and objectives of the K-12 curriculum. One of the subjects that have

been included in the SLMs is dressmaking, which falls under the Technical-Vocational-Livelihood (TVL) track of the junior high school curriculum. Dressmaking is a practical and essential skill that involves the creation and alteration of clothing and other fabric-based items. It is a valuable skill that can be used for personal or commercial purposes, and it requires a combination of creativity, technical knowledge, and attention to detail.

Practical activity is a key ingredient in training students to be able to fit into the adult working society. Dressmaking activities, like creative arts in the public school curriculum, contribute to the development of the industrial training requirement. It involves a critical observation of shapes and analysis of human characteristics. It also synthesizes these factual characteristics and provides clothes on the facts observed about human figures. Altogether, pattern drafting is a process that requires intellectual reasoning, creative thinking, social considerations, and cultural, as well as emotional knowledge to achieve the full aesthetic value of a finished garment.

Many students struggle to understand the traditional method of drafting the pattern because base steps were designed for higher learning. Students may spend more time learning, and there is a greater chance of making mistakes, which may necessitate repeating the activity and wasting materials. They can better understand the dressmaking pattern drafting process by completing a series of tasks, following directions, and meeting a set

of criteria, as stated by Heng Li et al (2022). On the other hand, students are taught to be self-directed, critical thinkers who can adapt to changes in the teaching and learning process. Robinson and Persky (2019) explained that the result of designing an environment that gives students the freedom to choose the knowledge they wish to master for themselves is self-directed learning.

Since TLE is a skill-based subject, direct instruction is the traditional way of teaching students supported by skill demonstration referred to as the “show and tell” method. The teacher simply shows the students how a certain task is done and explains while demonstrating it Patolot (2019). This study sought to develop a learner-centered teaching approach to shift the focus of activity from the teacher to the learners. The approach includes active learning where students will independently learn, gain confidence, and complete an activity while complying with the set standards. In this way, the students will be able to validate their understanding of the lesson and make use of experiential learning to strengthen their foundation.

The learning materials for pattern drafting will include a series of tasks that will lead the students to develop mastery of the required skills. In this study, the researcher will test the effectiveness of the designed learning material that was derived from the DepEd’s SLMs in Grade 9 Dressmaking, complemented with self-assessment guides that will help the learners identify learning gaps and opportunities for self-improvement. This study is specifically designed for students taking up dressmaking specialization in junior high school. The researcher aimed to utilize suitable and well-designed task-based learning materials and determine their effectiveness in pattern drafting, providing learners with opportunities to master the art of pattern drafting for beginners in the Junior High School Dressmaking Grade 9 Students of Sta. Elena High School. Through this study, the existing self-learning modules in grade 9 dressmaking will be improved and will be more beneficial to teachers in their pattern drafting instruction, as well as students who will be able to grasp the lessons more easily. This study will help the student to better understand the series of procedures, tasks, and goals they need to achieve to successfully draft patterns and eventually produce well-fitted garments. The researcher hopes that through these materials learners can accomplish pattern drafting independently and accurately.

Research Questions

This study attempted to determine the performance of

Grade 9 Dressmaking students utilizing the developed task-based learning materials as a tool in teaching Technology and Livelihood Education at Sta. Elena High School, Division of Marikina City during the school year 2022-2023. More specifically, it sought answers to the following questions:

1. What was the performance of the controlled group in the pretest and posttest using the traditional method of pattern drafting?
2. What was the performance of the experimental group in the pretest and posttest using the developed instructional materials?
3. Was there any significant difference between the pretest and posttest mean scores of the control group?
4. Was there any significant difference between the pretest and posttest mean scores of the experimental group?
5. Was there any significant difference between the gain mean scores of the control and experimental groups using the traditional method and task-based learning instruction respectively?
6. What were the comments and suggestions offered by the student respondents to improve the task-based learning material?

Literature Review

Instructional learning materials are one of the school’s asset contributions of a researcher that is useful to the students to master the skills in dressmaking, specifically in pattern making. It is one of the school’s resources that is intended for additional modules and instructional learning materials for teachers and students in the learning process. As defined by Right (2018), learning material as a generic term is used to describe the resources teachers use to deliver instruction. It also supports student learning and increases their success. Ideally, these materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and to the teacher. Learning materials come in many shapes and sizes, but they all have in common the ability to aid learning.

In a similar vein, Paredes (2021), explained that instructional materials highly influence the teaching and learning process and so as the academic performance of the learners. As to teaching, instructional materials help teachers clarify and make their lessons explicit. Materials themselves also assist in transmitting information and ideas to learners that supplement the instructional process as a whole. To learners, instructional material also helps them retain

what was taught and learned it plays a very important role in the teaching-learning process. It enhances the memory level of the students and makes the teaching-learning process interesting and easy.

Delos Reyes and Caballes (2021) claim that Teachers should be able to have the abilities necessary to make teaching effective in this new normal. Using the appropriate instructional material on the topic is one of the abilities that a teacher should possess. Every subject in the educational system requires the use of instructional resources. The purpose of instructional materials is to offer teachers feedback on how students viewed each topic and achieved mastery over it. It will also serve as a tool for determining each learner's degree of comprehension. The teacher can use instructional resources to assess the learner's challenges. It makes it possible for students to understand concepts more quickly and efficiently. It also aids in the clarification of information by simplifying, highlighting, and emphasizing them. In terms of academic attainment, worksheets can be helpful in a number of ways. Worksheets, for example, can be used to enhance textbooks by adding information specific to specific classes. Worksheets also serve a variety of purposes in various circumstances.

From the point of view of Bacomo et.al. (2022), the incorporation of learning modules in conventional teaching represents a modern approach that holds great significance for students. Individualized instruction and mastery learning, facilitated through instructional modules, offer numerous benefits. These modules serve as self-contained and self-instructional packages, empowering learners to progress in their studies based on their unique capacities and abilities. When thoughtfully designed, these modules not only enhance the effectiveness of teachers but also significantly improve student learning outcomes. Moreover, the utilization of such instructional materials fosters a learning environment that requires minimal dependence on teacher lectures, direction, and supervision. This promotes independent learning and encourages students to take responsibility for their education.

Castro (2022) claimed that based on the concept that learning inside the classroom is achievable if tools or resources are available to make the teaching-learning process more effective. These resources can be in the form of intangible and tangible materials. Intangible resources in teaching are teachers' mastery of the subject area, knowledge and different skills related to the subject taught, and teachers' variety of pedagogy

or teaching styles and strategies. Teaching resources include instructional materials that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learners. Teachers utilize these relevant materials during the instructional process to make the content of instruction more practical and effective.

In recent years, numerous studies have confirmed the effectiveness of task-based learning (TBL) materials. For instance, Kim (2018) conducted a study entitled "Technology-Enhanced Feedback on Student Writing in the English-Medium Instruction Classroom" examined the impact of TBL on English language learners' writing skills. The findings indicated that TBL materials were more effective than traditional writing instruction in enhancing learners' writing skills. Specifically, TBL materials provided learners with opportunities to practice writing in various genres and contexts, resulting in improved writing competence. Additionally, TBL materials were found to be more engaging and motivating for learners than traditional instruction, leading to increased learner autonomy, motivation, and enjoyment.

Moreover, another study by Kim et. al (2022) entitled, "Task-Based Language Teaching in Korean Classroom Contexts, The Routledge Handbook of Korean as a Second Language, Korea" explored the effectiveness of TBL materials in promoting learners' intercultural competence, which is the ability to communicate effectively and appropriately with people from different cultures. The study reveals that TBL materials play a significant role in promoting intercultural competence by exposing learners to authentic cultural content and facilitating interactions with individuals from different cultures. By engaging with these materials, learners gain a deeper understanding of diverse cultural perspectives, norms, and practices, which in turn enhances their ability to communicate and interact in intercultural contexts.

And lastly from the study of Musengimana et.al. (2022) entitled "Effect of task-based learning on students' understanding of chemical reactions among selected Rwandan lower secondary school students", task-based learning helps apply learned materials and knowledge transfer to realistic contexts. It helps to promote efficient and effective teaching of a particular subject. The task itself is a piece of classroom work provided to students during the classroom teaching process. It is regarded as the driving force that involves learners comprehending, producing, or interacting with the physical and social world to achieve a realistic outcome.

Ultimately, task-based learning material is an essential tool for teachers in facilitating effective instruction and fostering the development of skills and competencies that are necessary for real-world application in subjects like technology, arts, and physical education. This approach engages students in a practical and hands-on way, encouraging active participation, collaboration, and problem-solving. Teachers can customize task-based learning materials to meet each student's unique needs and interests, ensuring that they align with the lesson's learning objectives and the student's skill levels. Overall, task-based learning materials are pivotal in the learning process of skills subjects, providing a dynamic and interactive learning environment that supports the acquisition of essential competencies for real-world application. By utilizing this approach, teachers can create an engaging and effective learning experience that fosters the development of critical skills and empowers students to succeed in their future endeavors.

Methodology

This study utilized the experimental type of research in order to achieve its main objective. The experimental type of research is used in the evaluation of the effectiveness of the developed task-based learning instructional materials in Dressmaking for Junior High School Grade 9 Students. The basic purpose of experimental research is to discover the influence of one or more factors upon a condition, group, or situation, the purpose of which is to discover "what will be". It describes and analyses variables in carefully controlled conditions as a basis for inferring or concluding. The study investigated the performance of Grade 9 students utilizing the developed task-based learning materials in pattern drafting based on the result of the pretest and post-test given to the student respondents. To achieve this purpose, the researcher used two groups of students' experimental research methods to evaluate the relative utilization of the developed task-based learning materials in pattern drafting for Junior High School. According to Saigo (2022) experimental research is a scientific method used to investigate the relationship between independent and dependent variables in order to establish a cause-and-effect relationship.

Participants of the Study

The main sources of data were the 100 Junior High School Dressmaking Students of Sta. Elena High School, Division of Marikina City during the school year 2022-2023. These students were divided into two

groups: the control group, consisting of 50 students, and the experimental group, also consisting of 50 students. Both groups are heterogeneous and composed of Grade 9 TLE students. The data required for this study will be obtained from the responses of the students to each item in the pretest and posttest.

Instruments of the Study

The data gathering instrument utilized in this study is a form of researcher-made pretest and post-test. The researcher made a skills test as a pretest and posttest for 100 students from Grade 9 Dressmaking. The tests are based on the K to 12 learning modules following the curriculum guide for dressmaking skills. Furthermore, a pretest was given at the beginning of the third quarter and a post-test was given before the fourth quarter in the same school year. For the performance rating of the student respondents, rubrics will be used by the researcher/teacher. Part I of the instrument is the pretest—to gauge the level of instructional competencies in pattern drafting. Part II of the said instrument is the posttest—to compare the results on the effectiveness of the task-based learning instructional materials in dressmaking as one of the technical-vocational areas in Technology of Livelihood Education (TLE).

Procedure

The researcher asked permission from the Schools Division Superintendent of Marikina City and from the School Principal of Sta. Elena High School to conduct the study. After the permission is granted and the pretest and posttest had been validated and approved, the researcher personally conducted the study on the Grade 9 students at Sta. Elena High School who were divided into two groups, the control and the experimental, respectively. To ensure a high response rate, the researcher administered the pretest before collecting the actual data. When the pretest had been completed, the data was tallied, tabulated, and subjected to statistical analysis to facilitate interpretation. Subsequently, the researcher collected, collated, summarized, and encoded the actual data provided by the participants. Finally, the data were analyzed and interpreted to draw meaningful conclusions. The developed TBLM has undergone validation by 10 TLE Dressmaking Teachers and experts. The validators' comments and suggestions were carefully considered and incorporated into the final copy of the TBLM to ensure its effectiveness in improving students' learning outcomes. The resulting TBLM was utilized by the students to enhance their dressmaking skills. The final phase of data collection

involved the implementation of the TBLM with the 50 students from the experimental group. Simultaneously, the other 50 students from the control group utilized the traditional method of pattern drafting as indicated in the SLM. After the implementation phase, both groups of students were given posttest to assess their respective levels of improvement. The researcher analyzed the results of the pretest and posttest.

Ethical Considerations

The researcher herself explained and gave informed consent to each participant before the conduct of the study. She ensured them that the information would be used with the utmost confidentiality and within the purpose of the study only.

Results and Discussion

This section presents the findings according to the study's research questions.

The Performance of the Control Group in their Pretest and Posttest

The table shows the result of the pretest with scores of 34, 31, 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 18, 17, 15, and 14, respectively. And the result of the posttest with the scores of 46, 45, 43, 42, 41, 40, 39, 38, 36, 34, and 30, respectively.

The result of the pretest in the control group shows the maximum scores of the pretest and posttest were 34 and 46, respectively while the lowest scores were 14 and 30.

The increase in the control group's scores from the pretest and posttest means that the rate spread of the scores after using the traditional method in the pattern drafting lessons was higher than the rate of the score before the lessons, proving that the group performed better in the posttest after using the traditional method of teaching pattern drafting in the Dressmaking class.

Table 1. *The Performance of the Control Group in the Pretest and Posttest using the Traditional Method of Pattern Drafting*

CONTROL GROUP					
<i>Student No.</i>	<i>PRETEST</i>	<i>POSTTEST</i>	<i>Student No.</i>	<i>PRETEST</i>	<i>POSTTEST</i>
1	24	40	26	22	40
2	30	42	27	18	38
3	26	43	28	22	42
4	20	40	29	30	38
5	21	45	30	23	42
6	22	40	31	30	40
7	25	38	32	29	41
8	28	39	33	20	46
9	23	41	34	21	40
10	31	42	35	30	36
11	25	38	36	21	41
12	24	42	37	29	38
13	17	41	38	27	42
14	20	42	39	23	46
15	24	40	40	29	40
16	27	41	41	28	41
17	15	30	42	26	39
18	25	34	43	14	41
19	20	39	44	23	41
20	21	43	45	30	40
21	23	42	46	34	45
22	21	39	47	20	41
23	20	39	48	23	30
24	31	45	49	17	39
25	29	39	50	23	38

The Performance of the Experimental Group in their Pretest and Posttest

Table 2. *The Performance of the Experimental Group in the Pretest and Posttest Using the Developed Task- Based Learning Materials*

EXPERIMENTAL GROUP					
Student No.	PRETEST	POSTTEST	Student No.	PRETEST	POSTTEST
1	24	47	26	22	40
2	22	38	27	25	44
3	19	37	28	18	44
4	28	36	29	35	49
5	16	34	30	23	39
6	20	37	31	27	38
7	22	38	32	28	45
8	17	37	33	27	39
9	19	37	34	27	39
10	24	39	35	35	44
11	17	32	36	24	43
12	29	46	37	24	46
13	26	43	38	27	49
14	22	38	39	13	43
15	29	48	40	25	45
16	24	46	41	23	48
17	25	38	42	14	48
18	30	40	43	32	49
19	27	37	44	21	47
20	20	32	45	24	49
21	24	36	46	21	49
22	32	48	47	23	40
23	24	45	48	21	41
24	26	48	49	18	48
25	20	40	50	29	47

The table shows the result of pretest with the scores of 35, 32, 30, 27, 24, 21, 32, 29, 28, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 14, and 13, respectively. And the result posttest with the scores of 49, 48, 47, 46, 45, 44, 43, 41, 40, 39, 38, 37, 36, 34, and 32, respectively.

The result of the pretest in the experimental group shows the maximum scores of the pretest and posttest were 35 and 49, respectively while the lowest scores were 13 and 32.

The increase in the experimental group's scores from the pretest and posttest means that the rate of spread of the scores after the experiment was higher than the rate of scores before the use of the developed task-based learning materials in the pattern drafting lessons. The increase in the scores proved that the group performed higher after using the task-based learning materials. This further implies that the learning was remarkable to students when task-based learning materials were used in teaching pattern drafting in the Dressmaking class.

Test on Significant Difference Between the Pretest and Posttest Mean Scores of the Control Group

Table 3. *Test on Significant Difference Between the Pretest and Posttest Mean Scores of the Control Group*

	Mean	Standard Deviation	T-ratio	Critical Value	Verbal Interpretation	Decision
PRETEST	24.08	4.55	55.28	1.96	Significant	Reject Null Hypothesis
POSTTEST	40.18	3.15				

The table shows that the calculated T-ratio of 55.28 is greater than the Critical value of 1.96 at a 0.05 level of significance. The value falls under the area of rejection. Hence, the null hypothesis is rejected. Therefore, there is a significant difference between the pretest and posttest mean scores of the control group.

Based on the table, there was an increase in the mean from 24.08 to 40.18. This means that learning was remarkable to most of the students in the group as supported by the spread of scores and as shown by the increase in the standard deviation from 4.55 to 3.15.

Test on Significant Difference Between the Pretest and Posttest Mean Scores of the Experimental Group

Table 4. *Test on Significant Difference Between the Pretest and Posttest Mean Scores of the Experimental Group*

	Mean	Standard Deviation	T-ratio	Critical Value	Verbal Interpretation	Decision
PRETEST	23.84	4.88	4.86	1.96	Significant	Reject Null Hypothesis
POSTTEST	42.20	4.99				

The table shows that the calculated ratio of 4.86 is greater than the Critical value of 1.96 at a 0.05 level of significance. The value falls under the area of rejection. Hence, the null hypothesis is rejected. Therefore, there is a significant difference between the pretest and posttest mean scores of the experimental group.

Based on the table, there was an increase in the mean from 23.84 to 42.20. This means that learning was remarkable to most of the students in the experimental group as supported by the spread scores and as shown by the increase in the standard deviation from 4.88 to

4.99. This significant positive change implies that the task-based learning materials used by students were effective or resulted in effective classroom learning.

Test on Significant Difference Between the Gained Mean Scores of the Control and Experimental Groups Using the Traditional Method and Task-Based Learning Instruction Respectively

Table 5. *Test on Significant Difference Between the Gained Mean Scores of the Control and Experimental Groups Using the Traditional Method and Task-Based Learning Instruction Respectively*

	Mean	Standard Deviation	T-ratio	Critical Value	Verbal Interpretation	Decision
PRETEST	23.02	4.04				Reject
POSTTEST	32.13	2.95	46.15	1.96	Significant	Null Hypothesis

As shown in the table, the calculated ratio of 46.15 is greater than the Critical value of 1.96 at a 0.05 level of significance. The value falls under the area of rejection. Hence, the null hypothesis is rejected. Therefore, there is a significant difference between the gained mean scores of the control and experimental groups using the traditional method and task-based learning instructions, respectively.

It was found that both students in the control and experimental groups were at the same level before learning. The effect of learning through TBL was released by the increase in mean scores and the effect size of these scores after learning as elucidated by post-test results. The mean scores and the effect size were higher in the experimental than in the control group. Therefore, TBL was better than the conventional teaching method (CTM).

The effectiveness of TBLM used in the present study may be attributed to the learning strategy used while implementing TBLM. This study shows that students perform better when they can actively participate in the learning process.

Comments and Suggestions Offered by the Student Respondents to Improve the Task-Based Learning Material

Comments:

a. "I would say that this Task-based Learning Material is much easier to use and understand than the traditional method because, in this kind of learning

material, we can follow the step-by-step procedure on how to draw or pattern a certain part of the body. I also noticed in TBLM we can easily monitor if the pattern we make is correct or accurate. It is also clear and easier to memorize the steps."

b. "It takes a lot of time to make pajama shirt and trousers, but the TBLM helped me a lot. It may be long, but I understand by reading and carefully understanding the given procedures in the TBLM."

c. "For me using TBLM is much easier than the traditional method in pattern drafting, because TBLM has detailed instructions and it also provides pictures for you to follow. Having detailed instruction really helps a beginner like us (students), For that TBLM really didn't have a hard time understanding the step-by-step instructions in patternmaking."

d. "My thoughts on using the TBLM is that it's actually easier to understand and more convenient than the first one. Because the other one or the traditional one is more complicated to be based on."

e. "It's easy to use because it's more detailed and easier to understand. Before when we didn't use the TBLM it took us almost 3 weeks to finish drafting but when we use the TBLM it just took me 1 hour and 28 minutes to finish drafting the pattern."

f. "Using this TBLM as a guide to follow in drafting the pattern for sleeping garments, I would say that this is easier to follow and understand than the old way we used as a guide. The difference between the TBLM and the traditional one is that the TBLM has full detail on every step and also an image that can make it easier to follow. While the traditional or old way, I would say that it is quite confusing to follow because it only gave us one image as a guide to follow where all the steps are in there, that it makes confusing."

g. "In my opinion this Task-Based Learning Materials in TLE Dressmaking 9 is easier to follow than the traditional method of drafting patterns. Because TBLM briefly discusses pattern drafting more than the traditional method of drafting patterns that's why the student finds it hard in understanding that method. The old way confused the students so that they keep on asking our teacher about how can we finish the patterns properly."

h. "For me, the TBLM for pattern drafting that we recently used is more convenient to use compared to the traditional one, because it is easier to understand. Unlike the traditional, it has one diagram and in the instructions is short and not explained well. TBLM is easier to use because it explains one by one, and it illustrate what the pattern should look like in every step. Also, I like the TBLM more because it allows you to track what steps are you on and where did you stop with the use of checklist. All in all, I liked the TBLM I used for pattern drafting."

- i. "It is more organized and easier to follow because it dictates the specific steps or instructions/guide. It also shows the results and illustrates each diagram well."
- j. "I prefer this TBLM than the old way in pattern drafting. It has understandable directions. It makes easier for me to draft the patterns unlike before."
- k. "This TBLM assisted me in better understanding how to draft patterns for garments. We utilize one graphic and a quick instruction in the traditional technique, which is why we constantly ask our teacher for help, which is difficult for her because she also has a lot of things to accomplish, and each student needs to attention to their needs."

The comments from the students on TBLM are generally positive and highlight the benefits of using this approach to learning. The students appreciate the step-by-step procedures, clear instructions, and visual aids provided in the TBLM, which make it easier for them to follow and understand the material. They also find it helpful that they can monitor their progress and accuracy more easily with TBLM.

Overall, these comments suggest that the students are finding TBLM to be an effective and engaging way to learn, and they appreciate the support and guidance provided by this approach.

Suggestions:

- a. "I suggest that it also has another version like a video presentation in pattern drafting but with the TBLM method."
- b. "I hope that the TBLM will also be applied in other subject areas."
- c. "The TBLM will be more attractive if it is printed in color."
- d. "I like the use of TBLM and I think it should also be helpful if it is also have this kind of material in Grade 10."

The suggestions made by the students regarding TBLM show that they are generally satisfied with this approach to learning and are eager to see it used in other subject areas or expanded upon in various ways. Overall, these suggestions show that the students are engaged with TBLM and believe that it has the potential to be further developed and expanded upon in various ways.

Conclusion

Based on the findings of the study, the following conclusions are drawn: (1) The utilization of task-

based learning materials in teaching pattern drafting significantly improved the learning outcomes of the experimental group while equally performance was demonstrated by the control group utilizing another method. (2) Considering the findings revealed, the developed learning material has proven itself an effective aid in teaching, in enhancing skills in dressmaking. (3) Utilizing different methodologies gave teachers preferences of trying other equally effective teaching strategies.

The following recommendations are offered based on the findings and conclusions of the study: (1) Other teachers teaching dressmaking may utilize the developed instructional material as an aid in enhancing students' competencies in pattern drafting in TLE. (2) The developed instructional material may be introduced to other public secondary schools offering dressmaking for wider utilization. (3) Curriculum developers and policymakers may consider incorporating task-based learning materials into the curriculum for TLE subjects. This will help ensure that students receive a quality education that prepares them for the demands of the industry. (4) Future researchers may conduct similar study to determine the effectiveness of task-based learning materials in other areas of Dressmaking to further validate the findings of this study.

References

- Bacomo, A.C. et.al. (2022). Modular Learning Efficiency: Learner's Attitude and Performance Towards Self-Learning Modules, IOER International Multidisciplinary Research Journal, Philippines.
- Castro, Lorena A. (2022). Effectiveness of K to 12 DepEd-Provided and Teacher- Made Modules on Student Performance in Technology and Livelihood Education Exploratory Subject Areas, Mountain Journal of Science and Interdisciplinary Research, Philippine Normal University, Philippines.
- Delos Reyes, Faye Joy F. & Caballes, Dennis G. (2021). A Review on the School – Based Learning Activity Sheet Towards Improvement of Instructional Material, Commonwealth High School, Department of Education, De La Salle – College of Saint Benilde, Philippines.
- Kim, YouJin & Kang, Sanghee (2022). Task-Based Language Teaching in Korean Classroom Contexts, The Routledge Handbook of Korean as a Second Language, Korea.
- Musengimana, J., Kampire, E., & Ntawiha, P. (2022). Effect of task-based learning on students' understanding of chemical reactions among selected Rwandan lower secondary school students. *Journal of Baltic Science Education*, 21(1), 140-155. Retrieved from <https://doi.org/10.33225/jbse/22.21.140>.
- Paredes-Baan, Patricia (2021). Development of instructional material for practical research, Sta. Cruz National High School, Philippines.



Patolot, Darwin (2019). Attitude and Performance of Grade 7 Students towards Electrical Installation and Maintenance Subject: Input to an Instructional Materials, Research Advocacy for Community Empowerment Mission 2019 Abstracts, Philippines. Retrieved from <https://ojs.aaresearchindex.com/index.php/AAJMRA/issue/view/67>.

Right, Jocelyn (2018). The importance of learning materials in teaching. The classroom, United States of America. Retrieved from <https://www.theclassroom.com/importance-learning-materials-teaching-6628852.html>.

Robinson, J. D., & Persky, A. M. (2019). Developing self-directed learners. American Journal of Pharmaceutical Education, 84(3), 847512. Retrieved from <https://doi.org/10.5688/ajpe847512>.

Saigo, Heather (2022). What Is Experimental Research Design? Study.com, Retrieved from <https://study.com/learn/lesson/experimental-research-design-study.html>.

Affiliations and Corresponding Information

Jeanie Medina-Regencia

Marikina Polytechnic College - Philippines