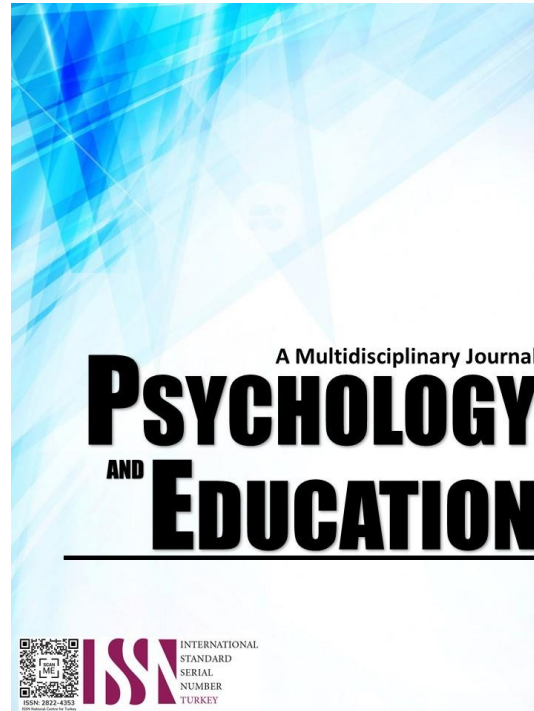


MANOBO-DULANGAN LEXICOGRAPHY: A REFERENCE TO A MOTHER TONGUE-BASED SYSTEM



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Manobo-Dulangan Lexicography: A Reference to a Mother Tongue-Based System

Ruth T. Villarta*

For affiliations and correspondence, see the last page.

Abstract

Mother Tongue-Based Multilingual Education teachers have been searching for answers to address problems on the references on the textbooks used in the said subjects in Manobo Village Elementary School where the learners were belonging to the Indigenous People. On the other hand, pupils were assessed as low performing particularly in subjects using English as a medium of instruction since they were used of their first language. This study Manobo - Dulangan Lexicography: A Reference to a Mother-Tongue Based System aimed to assess the effect of the materials in the pretest and posttest of Manobo Village Elementary School pupils. It also discussed the significant difference between the mean gain of the control group and experimental group. The respondents of the study were sixty Manobo Grade 3 pupils. The data were gathered through a random sampling procedure. Meanwhile, the level of achievement of the control group and experimental group during pre-test is low. The level of achievement of both groups had improved in the posttest. It shows that the students had improved their understanding after the lessons had been taught to them. The overall mean gain scores of the control and experimental groups showed that there that there was an improvement between the two groups.

Keywords: *indigenous people, reference, multilingual, lexicography, instruction, achievement, manobo-dulangan, mother tongue-based*

Introduction

Lexicography gives a list of words that can be used as a reference if one encounters a word he doesn't understand. It plays an important role in learning a language that is not our own. In our country, we have a variety of languages. As these languages are not generally spoken in a day-to-day living, people benefit by the use of bilingual and multilingual dictionaries while learning these languages.

Lorena Clerc, a Filipino and a language enthusiast, stated that in the Philippines, a total of 100 to 200 languages are spoken by 105 million people. 175 of which are indigenous. English and Filipino, the official languages are taught in schools and serve as a medium of instruction from preschool to tertiary and graduate levels. The dominance of the English language in education and government has facilitated better inter-regional communication but has constrained the development of many other Philippine languages.

It was in 2012 when the Department of Education finally considered the importance of the different native languages as valuable resources in strengthening basic education and has therefore introduced the program called Mother Tongue-Based Multilingual Education (MTB-MLE), where the native languages are used as a medium of instruction to help young learners thoroughly grasp basic concepts and of course to promote active use of the different heritage languages before they go extinct. This educational

reform is a huge step in supporting multilingualism and ethnic diversity in the country.

In the municipality of Senator Ninoy Aquino, Manobo - Dulangan of the Kulaman Valley (Senator Ninoy Aquino Municipality) has a total membership of 1,700 households living in 17 out of the 20 barangays, contributing the so-called Indigenous People Community. Hence, Manobo – Dulangan language should be preserved since the language represents the way how the people think also a reflection of the unique indigenous culture. The preservation of their language is essential for ensuring the continuation and transmission of culture, customs, and history. It is also important to address biodiversity loss and climate change. But unfortunately, there is only a rare opportunity to produce and the probability to have a reference of the Manobo Dulangan translation.

As the program dictates, the Department of Education has in its fourth year of Mother Tongue Based-Multilingual Education (MTB-MLE) teaching strategy in the Elementary Department. With this, the language teachers teaching the pupils in primary schools still find it hard to teach without a reference, hence, the researcher thought of producing a lexicography, an English- Manobo Dulangan reference.

This study aimed to help pupils improve their level of achievement in the subjects with English instruction and to find out how much pupils know about information provided by the lexicography to assist their learning in English. This is also to offer a

reference to different schools in the municipality of Senator Ninoy Aquino both in elementary and secondary as an alternative reference to the Mother Tongue Based - Multilingual Education system as well as to introduce to the new generation the richness of the Manobo Dulangan culture and heritage.

Furthermore, this research was conducted to address the need of non-native speakers or teachers assigned to teach in the Manobo area or schools of the municipality such as Manobo Village Elementary School, Bagsing Elementary School, Mantil Elementary School, Kuden Elementary School and Kiadsam Integrated School.

Research Questions

This study aimed to improve the level of achievement in English subject of Grade 3 pupils, to offer a reference to different schools and to address the need of the non-native speakers or teachers assigned to teach in the Manobo areas or schools. Specifically, it sought to answer the following questions:

1. What is the level of quality of the developed English - Manobo Dulangan Lexicography and a module as a reference to a Mother Tongue-Based System in terms of its:
 - 1.1. content and mechanics;
 - 1.2. relevance; and,
 - 1.3. acceptability?
2. What is the level of achievement of Grade 3 pupils in their pretest in the control and experimental groups?
3. What is the level of achievement of Grade 3 pupils in their posttest in the control and experimental groups?
4. Is there a significant difference between the control and experimental groups in the result of their pretest and posttest?
5. Is there a significant difference between the mean gain scores of the control group and the experimental group?

Literature Review

Lexicology and Lexicography

Lexicology is the general study of the vocabulary of languages. It investigates both *diachronic* aspects – such as the etymology of individual words or the development of morphological features for specific word classes, etc. – and *synchronic* aspects related to contemporary meaning, usage and collocation. Important concepts in lexicology include the grouping

of words according to such semantic notions semantic/world fields thesauri, and of course prototypes.

While lexicology investigates the lexicon as a research object *per se*, lexicography pursues a much more practical aim, i.e. to represent the meaning of words and their associated usage to either native speakers or learners of a language. It usually does this in the form of various different types of dictionaries. In order to achieve this, it is important for lexicographers to have an idea about which vocabulary items can/should be used in order to explain other entries, something that can be at least partially achieved by investigating the most frequent entries in *word lists*, although the notion of what constitutes core vocabulary is by no means a well-defined one yet. Other techniques from corpus linguistics, such as *concordancing* or *collocational* analysis, can either be used in order to identify appropriate example sentences or to illustrate the grammatical environments applicable to an entry.

The natural language provides a useful starting point for describing the nature and number of ways that people differ, an important task in the study of personality and individual differences. Use of the natural language to develop comprehensive taxonomies or classifications of person-descriptive terms is based on the lexical hypothesis, which states that “those individual differences that are most salient and socially relevant in people's lives will eventually become encoded into their language” (Goldberg, 1982).

In the typical lexical study, comprehensive or representative sets of person-descriptive terms, usually trait adjectives have been used to obtain self or peer ratings, and factor analyses have been conducted to identify the dimensions that account for the covariation among the terms. When conducted in diverse languages, lexical studies can identify cross-cultural universals in personality language, individual-differences dimensions, and person perception categories, but might also reveal how cultural differences in values and experiences influence person-descriptive categories.

In the present study, we extended previous lexical research in the Philippines by examining additional categories of person description—in particular, terms for social roles, statuses and effects, and physical anatomy and appearance—and by relating the derived Filipino dimensions to alternative structural models in the literature.

The results are important for (a) indigenous psychology, in further clarifying the structure or dimensionality of person description in a non-Western culture; and (b) cross-cultural personality psychology, by addressing the comparability of such dimensions across cultures (Church et al, 1996).

Why Study Terms for Social and Physical Attributes

As the above review makes clear, lexical researchers differ in the categories of person description they consider personality-relevant. Researchers who focus exclusively on stable traits treat personality as residing “within” the individual (i.e., internal attributes), whereas a broader conception might also incorporate more external attributes such as the roles individuals’ play, their status in society, the effect they have on others, and their physical appearance, at least to the extent that these attributes are deemed by cultural informants to provide information about personality (Goldberg, 1982).

For brevity, we will refer to terms in these categories as social and physical attributes. Many of the terms in these additional categories may not refer to personality traits *per se*, but may be causally associated with traits or provide useful information about personality.

They argued that social roles and statuses reveal the impact that traits have on other people. If one prefers, the inclusion of such terms can be viewed as leading to a more comprehensive structure of *person perception* or *person description*, rather than personality traits *per se*.

Goldberg (1982) argued that a complete language of personality description should ultimately include terms for social roles and relationships. Indeed, he provided a preliminary set of conceptual categories for common English terms that refer to social roles, relationships, or effects, which included categories such as Fame, Respect, Charm, Attraction, Entertainment-Value, and Influence.

Indeed, cultural psychologists have argued that social roles, statuses, and effects may be especially important categories of person description in collectivistic or group-centered cultures, in which individuals’ social roles and relationships may be more central to identity than traits and more predictive of behavior.

Similarly, noting the important links between personality, health, and appearance, argued for inclusion of physical attribute terms in an “exhaustive

specification of personality”. For example, meta-analyses of studies that have investigated physical attractiveness stereotypes indicate that self and other perceptions of physical attractiveness are positively associated with assessments of social and intellectual competence, sociability, dominance, self-esteem, general mental health, and freedom from social anxiety.

Self-perceived physical appearance has also been related to subjective well-being and a negative body image is predictive of eating disorders. Again, while physical attributes may not be personality traits, they may relate to, or provide information about, personality.

In summary, there is evidence from several languages about the impact of temporary state and evaluative terms on the structure or dimensions of person description. However, very few lexical researchers have incorporated social and physical attribute terms in their studies, nor have they examined the structure of these categories separately. (Goldberg 2002).

Filipino Lexical Studies

Filipino, the national language of the Philippines, is a member of the Austronesian language family and based largely on the Tagalog language. Church et al. (1996) culled terms from a comprehensive Filipino dictionary and identified 6,900 person-descriptive adjectives.

When Filipino trait adjectives have been investigated, seven dimensions have replicated well: Concern for Others versus Egotism, Gregariousness, Self-Assurance, Temperamentalness, Intellect, Conscientiousness, and Negative Valence. The Negative Valence dimension emerged even when terms originally judged to be pure evaluations were excluded.

When positive evaluative terms have been included, they have blended with Intellect terms to define an Intellect/Positive Valence dimension. In some factor solutions, Egotism terms from the Concern for Others dimension and Religiosity terms, which tend to load on both the Conscientiousness and Concern for Others dimensions, have split off to form separate factors (Church et al., 1996).

In general, good one-to-one empirical correspondences have been found between Philippine Concern for Others and Big Five Agreeableness, Philippine Conscientiousness and Big Five Conscientiousness, Philippine Gregariousness and Big Five Extraversion,

and Philippine Intellect and Big Five Intellect. The Philippine Temperamentalness and Self-Assurance dimensions, although typically most related to Big Five Emotional Stability, have tended to be multidimensional in terms of the Big Five.

Not surprisingly, given that ML7 model was derived, in part, from the Filipino lexical studies, found good one-to-one correspondence between ML7 marker scales and the seven Philippine lexical dimensions.

However, we prefer the Concern for Others label, at least as an indigenous name, because it better captures the full scope of the dimension, which has never yet emerged in Philippine samples as a narrower Honesty-Humility factor without the blended altruism terms.

Church et al, investigated Filipino (Tagalog) terms for emotions or affects. Using cluster analyses of the semantic similarity judgments of Filipino informants, identified emotion categories that resembled basic emotion categories identified in Western studies (e.g., happy, aroused, contented, angry, sad, guilty, anxious).

In subsequent studies of the self-report structure of affect or emotion, Church et al, (1999) found that the Filipino structure of affect was quite similar to the hierarchical structure of affect found in Western studies.

In summary, previous lexical studies of the Filipino language have investigated the structure of terms for stable traits (including abilities), temporary states, and pure evaluations, but not the remaining substantive categories in the classifications, which include terms for social roles, statuses, and effects, and physical anatomy and appearance (i.e., social and physical attributes)

Writing on the significance of teaching dictionary skills in pedagogical lexicography, and they have stated: 'As we look to the future development of this area, the mutual concerns of the teacher, the lexicographer and the learner/dictionary user could be the focus of pedagogical lexicography.'

The production of dictionaries is expensive, time-consuming and labor-intensive. When these factors are taken into consideration, it would be uneconomic to continue producing reference works if such works will never be fully utilized beyond their function as cultural artifacts.

Therefore, there is a need for user education in Ndebele, especially for teacher training. *User*

education is defined as 'the training of users in the reference skills in response to reference needs'. By training teachers to be good users themselves, it is envisaged that they could pass these skills on to students and eventually to society in general

Lexicography is a costly activity. It is rather infrequent that phenomenon lexicographic activities are turned into self-supporting undertakings. The usual situation is that funds must be found to finance the project. In any case, when negotiating financial support and when submitting plans, the lexicographer should be very careful in his/her estimate of both the necessary time and the money. In Gabon, language-related research projects receive funding from government public institutions, foreign diplomatic representations or individual benefactors.

Most of the latter are politicians or former politicians who wish to have their language and culture in the process of development. The prominent illustration of this situation is given by the Pove language, which has had two dictionaries and a grammar published in the past ten years states that his research on the Pove language was personally funded by Mr. Guy Nzouba Ndama1, a mother tongue speaker of the language.

For mother tongue education lexicography projects, it is believed that the same current funding schemes will be followed. However, it is advisable that international funding should also be searched and applied for. In addition, most academic institutions receive public funding annually for their regular operations. These institutions should also consider supporting lexicography research projects that are undertaken by their respective research units.

Furthermore, the lexicographer's greatest struggle is the struggle against time. They states that they do not know all the lexicographic projects past and present; but of those I know not a single one was finished in the time and for the money originally planned". Suggesting a definite proposal for the issue of time in the specific case of Gabon in terms of dictionary projects would not be an easy task.

As a matter of fact, there would hardly be better suggestion other than to have an important number of workers in a single project. In addition, this implies an increase of funding, because not all staff in a dictionary project would agree to work for free intensively in a limited space of time.

Nowadays, lexicographic projects carried out by a single person result in all staff in a dictionary project would agree to work for free intensively in a limited

space of time. The usual situation is that there is a staff, of which the most important members are the editors or the sub-editors grouped around one or two chief editors. In Gabon, where there is no research unit specifically devoted to lexicography, the need for lexico-graphic projects coincide with the need for establishing lexicography units.

For that purpose, Van Schalkwyk (1999) suggested the framework for the planning of a lexicographic project suggested. In the strategic planning of the Bureau of the WAT, Van Schalkwyk stresses nine steps for good and efficient planning of a lexico-graphic project – Mission statement Areas of strategic focus; Description of the situation; Internal environment; External environment; Analysis of the environment; Environmental tendencies; Scenario; Assumptions regarding the future strategic position (FSP) Objectives; and Plan of action.

Once it is decided, what kind of dictionary it should be and what its scope should be, and especially once the target user of the dictionary and his/her needs are known, a mission statement can be formulated. The organizational plan of a dictionary project cannot start without first determining one aspect that has been neglected in so many dictionaries, but which forms an integral part of the organizational plan. This aspect is the identification and formulation of the *genuine purpose* of the intended dictionary

Indigenous Culture

According to Mayo (2017), the preservation of indigenous culture has become a priority item in the national agenda, and the government has expectedly made significant interventions in this area of concern. It is in the cultural heritage that a country can be distinct from one another. Heritage collection is the connecting agent of the past and the present. Without the past, the present will be unstable and the future has no direction when it comes to culture. One country can be known and become a tourist destination because of the artifacts and colorful history. It was declared by the Philippine Tourism Authority that Philippines will soon become a medical tourism capital in Asia.

It is because of the distinct characteristics of the Filipino being so caring and hospitable. It was also noted by many countries where Filipino medical health providers like nurses, doctors, caregivers and even tour guides are very much effective due to the innate traditions and practices within the heart of every Filipino. It is then a very great asset for a country to welcome more tourists. To describe best the nature

and culture of one country, collections of artifacts and artworks are considered very vital in establishing each trademark. The National Commission for Culture and the Arts (NCCA) is entrusted to establish strong nation through culture caregiving.

It was emphasized by Ceceile Gedote-Alvarez (2006) as cited by Cariño (2012) during her talk that all State Universities and Colleges (SUC's) should act as Care Giver of cultural heritage and arts so that the Philippine treasure will be saved. Every tangible evidences of an authentic equipment, implements, tools, artworks, instruments and fossils of the past is considered treasure of the present and a strong foundation of the future. In many experiences, the Spolarium of Juan Luna was found in other countries wherein the Philippines had bought it through Government Service Insurance System (GSIS) amounting to PhP48 Million because it should be returned to its hometown.

According to Bangi, et al, (2005) many artifacts are sold in dollars because the owners have other priorities than looking at these things found in their ancestral homes. Instant incentives are very important to heirs without considering the historical and sentimental values of such material collections.

The influence of western and oriental civilization had made Philippine culture unique and distinct yet, in the later time, had gradually vanished among young generations. The Filipino identity was replaced with Western acculturation. Thus, traditional practices in farming, wedding celebrations, architecture, interior designing, sports and socio-cultural festival and competitions were also adulterated. In the advent of changes and modernization, there are cultures and arts set aside for progress. Likewise, Mindanaons having a colorful traditions and meaningful history are always the trademark of Mindanao.

A lot of festivities are celebrated like Patronal Fiestas, (OTOP) Festivals and many holidays. These are some cultural tourism strategies of every municipality to draw popularity and therefore income-generation of all stakeholders from transportation operators, drivers, vendors, hotel and restaurant owners and merchandisers. (Bangi, et al, 2005)

The sector of other cultural discipline aside from cultural dances like visual arts particularly weaving, pottery, painting, architecture, handicraft and the rituals including the industry of making tools and instruments should also be preserved and taken care of by every Filipino thus, this study seeks to reach out and be documented through a research-based results



The Last Tribes of Mindanao

According to Fraiser (2001), Manobo, the name may come from Mansuba from man (person or people) and suba (river), meaning river people. The first Manobo settlers lived in northern Mindanao, at present Manobo tribes can be found at the hillsides and river valleys of the northeastern part of Cotabato.

According to an oral tradition, the Manobo's were led by two brothers: Mumalu and Tabunaway, they lived by the Banobo creek, which flowed into the Mindanao River near the present site of Cotabato City. In the 14th century Sharif Kabungsuwan, a Muslim missionary arrived from Johore, to convert the people of Mindanao. Tabunaway did not want to convert to Islam but told his younger brother not to reject the Muslim Faith. Tabunaway and his followers moved up the Pulangi River to the interior of Cotabato, they decided to part ways and in the years to come established their own tribes. These groups retained their indigenous beliefs, practices and the name of their original site, Banobo, which eventually became Manobo, the descendants of Mamalu became the Maguindanao (Fraiser, 2001).

In the same vein, despite the fact that the various Manobo communities have been separated there is one common threat that binds them together, each tribal group culture believes in one Great Spirit usually viewed as the creator figure.

According to Ingles (2005), the Manobo also believes that there are many unseen spirits who can intrude in the lives of humans to accomplish their desires. These spirits are both good and evil in nature and can raise anger and pleasure. There is a common believe that a Manobo hunter will be killed by his own dogs or prey if he does not ask for permission first from Lalawag, the god of all forest games, before going on a hunting trip

The Samayaan is a native rituals in which omens are read in connection with the various stages of the farming cycle: clearing, planting, growing, and harvesting. The first day of the planting season marks the beginning of the Manobo year, the last day of harvesting is the ending. Cultivating rice and corn has been and still is a part of the Manobo way of living; some Manobo villages have shifted to the cultivation of coconut for copra export. Corn and rice are planted in the month of February, the corn is harvested in July but rice takes longer to grow and is harvested four months later. When the trees start to bloom, the Manobo hunter will wait for the coming of the bees

that will led him to their bee hives. The hunt for bees is the basis of the traditional bee-hunting dance.

To pray for a successful hunt only three hunters are allowed to sing a traditional song titled Manganinay, this hymn is sung in honor of Panayangan, the god of the bee hunt. The song must be proclaimed outside the house, singing it inside will cause the house to burn down (Ingles, 2005).

Throughout the year, the elders of the Manobo tribe are looking for the star-lit sky to determine the season of planting, harvesting, fishing and hunting. Each star can bring a different message and will guide the tribal group in their traditional way of living. This practice is called Pamiteun, the Manobos' indigenous way of understanding the stars. Nowadays only the members of the older generation of farmers are continue to use the Pamiteun but they are passing the knowledge to the present generation, to learn the old way of living, keep their culture and traditions alive and deepen their consciousness about their own culture

A Manobo community is mostly male dominated, the man is considered as the head of the family and he is the one who will makes family's decisions. Only a Royal, a Datu can practice polygamy, only with the consent of the first wife and her parents. The first wife remains the head wife. The Datu or Chief must also have proven his bravery and leadership in battle as a bagani. This position can be passed on to a Datu's children, as long as they have the necessary qualifications. Village member are expecting help in any way from their kinship group or persons related by marriage, this relationship is named upakat or reciprocity (Ingles, 2005).

According to Cariño, (2012), Manobo are both strong in mind and spirit, their cultural identity is firmly rooted in the land and its nature. It is maintained through storytelling, language, family and the passing on of traditional skills and arts. The traditional way of life has not ended for most Manobos, like any other tribal community in Mindanao, the Manobo have faced many cultural challenges in their past and will encounter even more in the future. They strive to uphold their values and traditions even while living in a modern society, faced with new realities, ready to compete in the modern economic world instead of the world of nature.

Methodology

This study used an experimental research design.



Experimental design is the process of carrying out research in an objective and controlled fashion so that precision is maximized, and specific conclusions can be drawn regarding a hypothesis statement. Generally, the purpose is to establish the effect that a factor or independent variable has on a dependent variable. The principles of experimental design play an important role in research that does not follow the strict tenets of hypothesis testing and this article holds relevant information for this type of research (Bell, 2009).

Participants

The respondents of this study were 60 Grade 3 Manobo - Dulangan pupils of the Manobo Village Elementary School of Poblacion Kulaman, Senator Ninoy Aquino, Sultan Kudarat who were enrolled for School Year 2018- 2019. The English teachers who were graduates in Master's Degree in their own field of expertise were the evaluators of the developed module. Likewise, Manobo chieftain, interpreters, and tribal leader were the validators of the developed lexicography for its validity and quality in terms of content, relevance, acceptability, and mechanics.

Instruments of the Study

To acquire data from the respondents, the researcher designed a survey questionnaire which was distributed to them. The instrument was personally administered by the researcher during the pretest in the control group and experimental group and used the original English- Manobo Dulangan lexicography and module.

Procedures

The researcher reviewed and noted the words from Grade 3 Instructional Material or module to be developed and be given a meaning and translated into Manobo Dulangan dialect for a better comprehension of the Grade 3 pupils since medium of instruction used hinders their understanding with the text. After this, the researcher prepared sets of questionnaires. The first survey questionnaire was used to evaluate the developed English- Manobo Dulangan Lexicography and module with its content and mechanics, relevance and acceptability.

Then, prior to the actual administration of test to the respondents, permit to conduct the study was obtained from the office of the Dean of the Graduate Studies of Sultan Kudarat State University. Thereafter, permission from the Schools Division Superintendent of the Division of Sultan Kudarat was also sought through a letter of request. When the request was

granted, another letter was given to the School Head of Manobo Village Elementary School. Likewise, when the letter was approved, the researcher started to administer a pretest to the experimental group and control group.

The result was gathered and analyzed from 60 pupil-respondents. Based on the result of the pretest with the experimental group and control group, the researcher administered an intervention which was conducted a developed and validated English - Manobo Dulangan Lexicography to the experimental group. At the end of the grading period, a posttest was administered to the experimental group and control group to measure the learning achievement of the pupil-respondents in both groups. Thereby, after the administration of the posttest to both groups, the researcher started to consolidate the data and applied the statistical treatment made for the study.

Results

This section presents the results, analysis and interpretation of the research according to the order by which the problem statements were presented in this study.

Quality of the Instructional Material in English and English- Manobo Dulangan Lexicography

The Instructional Material and English- Manobo Dulangan Lexicography in English were evaluated in terms of its content and mechanics, relevance and acceptability. Table 1 presents the summary of results on the experts' assessment of the English- Manobo Dulangan Lexicography and Instructional Material in English and Level of Achievement of Grade 3 pupils.

Table 1. *Summary of Results on the Assessment of the Grade 3 Instructional Material*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Description</i>
Content	4.17	Very Satisfactory
Relevance	4.29	Very Relevant
Acceptability	4.52	Highly Acceptable
Mechanics	4.63	Excellent
Mean	4.40	Very Satisfactory

Generally, Table 1 reveals that the experts considered the Instructional Material in English as "Very Satisfactory" as evident on its overall mean of 4.40.



This simply means that the developed instructional or learning material in English met 61-80% of the desired quality. Specifically, it can be claimed that the module is *Very Satisfactory* in terms of content, relevance, acceptability and mechanics. The findings confirmed the idea of Hooser (2010) as cited by Caseres (2018) who said that the method of teaching and pupil learning styles determine the type of instructional materials used.

Furthermore, the result is also consistent with the study of Bone (n.d.) cited by Rivera (2016) which stated that instructional materials are used by teachers to facilitate effective teaching and better quality of learning by pupils. Instructional materials are created to suit the different ways what pupils learn. While some students learn and retain information that is fed to them through a lecture, others learn by reading. Other students however absorb information with the aid of visual cues in addition to the lecture reading. The use of different instructional materials assures and provides the pupils with different learning aids to maximize learning and the information given to them.

Moreover, a module enables learner to have a control over his learning and accepts greater responsibility for learning. Since, strategy demands greater maturity on the part of the learner, module is more appropriate for more mature students, self-contained, self-instructional, well-defined, and systematic.

Table 2. *Summary of Results on the Assessment of the English – Manobo Dulangan Lexicography*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Description</i>
Content	4.07	Very Satisfactory
Relevance	4.07	Very Relevant
Acceptability	3.83	Very Acceptable
Mean	3.99	Very Satisfactory

The findings evidently reveal that the experts considered the English- Manobo Dulangan Lexicography as “Very Satisfactory” as evident from the overall mean of 3.99. This means that the developed instructional or learning material in English met 61-80% of the desired quality.

The finding confirms the idea of 2010, Nguyen, Thi, and Thanh Nhan and as cited by Rivera (2016), emphasized that use of the mother tongue as the

language in institution does not hinder learning.

In addition, Mandela (2011) as cited by Caseres (2018) stressed that if one talks to a man in a language he understands it, that goes to his head, and if one talk to him in one’s own language, it goes to his heart. In support to this idea, Gonzales (2011) was emphatic in stating that we cannot gear an entire educational system for the intellectual and economic elite. The next table presents the level of achievement of Grade 3 Manobo pupils in English.

Table 3. *Level of Achievement of the Control Group and Experimental Group in the Pretest*

<i>Control Group</i>		<i>Experimental Group</i>	
Mean	Verbal Description	Mean	Verbal Description
63.72	Did Not Meet Expectations	64.87	Did Not Meet Expectations

As presented on this table, the pretest mean percentage score of the control is 63.72 percent with a verbal description of “Did Not Meet Expectations”. While the experimental group has a mean percentage score of 64.87 percent with a similar verbal description of “Did Not Meet Expectations”. This shows that pupils’ level of achievement is low since the lessons have not yet discussed to them. More so, they need intervention or remediation to further assess their performance.

Under DepEd Order No.8 series of 2015, “Did not meet expectations will be given to students with numerical grades of 74 percent and below; Fairly Satisfactory level for those with grades of 75 to 79 percent; Satisfactory for those with grades of 80 to 84 percent; Very Satisfactory for those with grades 85 to 89 percent; and Outstanding for those with 90 percent and higher.

Table 4 presents the level of achievement of the control group and the experimental group.



Table 4. *Level of Achievement of the Control Group and Experimental Group in the Posttest*

Control Group		Experimental Group	
Mean	Verbal Description	Mean	Verbal Description
76.00	Fairly Satisfactory	93.57	Outstanding

Based on the result, it shows that both groups have improved during posttest. The posttest of the control group has a mean score of 76.00 percent with a verbal description of “Fairly Satisfactory”. While, experimental group has a mean percentage of 93.57 percent with a verbal description of “Outstanding”.

This implies that the pupils at this level made difference and achieved something compared during pretest. There was a progress on their status after the lesson had been taught. Therefore, it is very effective to have an intervention like instructional materials to ensure that there will be less learners that will need remediation.

This conforms the idea of Ali (2005) where he proves the effectiveness of using learning modules to the secondary students compared to the conventional way of teaching because students are given opportunities of learning at their own pace, according to their abilities and needs.

Table 5 presents the t-test analysis of the pretest result of the control group and experimental group.

Table 5. *Analysis of the Pretest of the Control Group and Experimental Group*

Group	N	Mean	df	sd	t-comp	t-tab	Interpretation
Control	30	13.73	58	4.01	1.09	1.66	not significant
Experimental	30	14.87		4.08			

α=.05 level of significance

The analysis resulted as t-computed = 1.09 which is less than the t-tabular which is 1.66, this means that there is no significant difference in the level of achievement of the both groups. It is stated clearly that the mean of control group is 13.73 and 14.87 for the experimental group. This means that the mean score of experimental group is as good as the control group. The two groups are comparable in their pretest result. Control group has a standard deviation of 4.01 and experimental group has 4.08. These results give coefficient of variation of control group and

experimental group are 29.21 and 27.44, respectively. Both control group and experimental group have heterogeneous group of pupils.

Table 6 presents the t-test analysis of the posttest result of the control group and experimental group.

Table 6. *Analysis of the Posttest of the Control Group and Experimental Group*

Group	n	Mean	Df	sd	t-comp	t-tab	Interpretation
Control	30	26.07	58	3.96	16.72	1.66	significant
Experimental	30	43.57		4.15			

α=.05 level of significance

It can be gleaned that the t- computed result is 16.72 which is greater than the t- tabular which is 1.66 at .05 alpha, it can be evidently concluded that it is significant. This implies that the mean score of which is 43.57 of the experimental group is significantly higher than the mean score of the control group which is 26.07. The experimental group has a standard deviation of 4.15 and control group has 3.96. These results give coefficient of variation of control group which is 15.18 and experimental group which is 9.52, respectively. Both control group and experimental group have homogenous group of pupils.

Thus, the experimental group performed well compared to that of the control group in the posttest. It also shows that pupils have much learning in their result compared to their pretest result. Ali (2005) further stated that a module enables learner to have a control over his learning and accepts greater responsibility for learning. Since, strategy demands greater maturity on the part of the learner, module is more appropriate for more mature students, self-contained, self-instructional, well-defined, and systematic. The next table presents the t-test analysis of the Mean Gain Scores of the control and experimental groups.

Table 7. *Analysis of the Mean Gain of the Control Group and Experimental Group*

Group	N	Mean	df	sd	t-comp	t-tab	Interpretation
Control	30	12.33	58	2.99	16.38	1.66	significant
Experimental	30	28.7		4.59			

α=.05 level of significance

As indicated in the table, the Mean Gain Scores of the control and experimental group shows that there was a significant difference. The t-computed value of 16.38

is greater than the t-tabular of 1.664 at alpha of .05. Hence, the difference between the two groups is significant. It denotes that the experimental group (28.77) gained higher achievement than the control group (12.33). This implies that experimental group performed well compared to that of the control group. This further indicates that the intervention is effective. This also shows that that the learning material and the developed lexicography promote better learning in English in terms of understanding the text.

This conforms to the idea of Rivera (2016) cited by Caseres (2018) that the main function of language is to transmit knowledge, experiences, values, beliefs, ways of life, old and new inventions and discoveries. It has enabled man to come up with norms which regulate his interrelationship with others; it has led to the growth and development of books and artifacts of civilization, including the present age of computer technology (Salcedo et. al., 2001) cited by (Caseres 2018).

Discussion

The study aimed to determine the effect of the English- Manobo Dulangan Lexicography and the learning material in English in the level of achievement of Grade 3 pupils in the pretest and posttest of experimental group. It sought to determine the difference between the posttest results of the control group and experimental group. Moreover, it aimed to find out the significant difference between the mean gains of the control group and experimental group.

Pretest and Posttest Experimental Research Design was employed in this study. Important information and ideas were gathered from 60 Manobo Grade 3 pupils of Manobo Village Elementary School. The data given by the respondents described certain characteristics that were relevant to the study.

The following are the findings of the study:

On the assessment of the developed Instructional Material in English, it was assessed that the content met about 61-80%, its relevance met 61-80%, its acceptability met about 81%, and its mechanics met around 81% of quality standards.

On the other hand, the developed English – Manobo Dulangan Lexicography, based on the assessment of the validators, it was assessed that the content met about 80% of the quality standards relative to its content, its relevance met 61-80% and its acceptability

met about 81% and above quality standard.

As regards, the level of achievement of the Grade 3 pupils, the control group generally achieved a “Did Not Meet Expectations” level (M= 63.72) in the pretest. This means that the pupils in this level struggled with their understanding; prerequisite and fundamental knowledge and or skills have not been acquired or developed adequately to aid understanding. The control group achieved a “Fairly Satisfactory” level (M= 76.00) in the posttest. It showed that the pupils had improved their understanding after the lessons had been taught to them. Similarly, the experimental group achieved “Did Not Meet Expectations” level in the pretest (M= 64.87), while in the posttest, the group achieved an “Outstanding” level (M= 93.57). This means that the pupils have successfully attained an understanding and a change of level of achievement. This also implied that there is a significant value in the learning process using the developed module and lexicography as an alternative learning material in teaching English in Grade 3 within the locality.

In the analysis of the pretest scores, the grand mean of the control group was 13.73 with a standard deviation of 4.01, and experimental group’s grand mean was 14.87 with a standard deviation of 4.08. Their degree of freedom was 58. The t-computed value was 1.09 which is lesser than the t- tabular value at .05 level of significance which is 1.66. This showed that there was no significance difference between the pretest scores of control group whose level of achievement is as high as the experimental group. Thus, the null hypothesis was accepted and the alternate hypothesis was rejected.

The grand mean of control group in the posttest was 26.07 with standard deviation of 3.96 while the grand mean of the experimental group was 43.57 with standard deviation of 4.15. Their degree of freedom was 58. The t-computed value of the experimental group in the posttest was 16.72 which was higher than the t-tabular value at .05 level of significance which was 1.664.

The mean gain scores of control group had a grand mean of 12.33 with a standard deviation of 2.99 while the experimental group had obtained a grand mean of 28.7 with a standard deviation of 4.59. Their degree of freedom was 58. Since the t- computed value was 16.38 which was greater than the t-tabular 1.66, the difference between mean gain was greater than expected. This implied that the achievement of the experimental group had significant difference with that

of the control group. This also means that the use of intervention was very effective.

Conclusion

Based on the findings of the study, the assessment of the experts which was “Very Satisfactory” proved the acceptability and usability of the learners’ material as well as of the developed lexicography. The overall mean gain scores of the control and experimental groups showed that there was an improvement took place between the two groups after the lesson had been taught and the intervention had been employed. Thus, the developed module and the lexicography were used as instruments to improve the learning and level of achievement of the pupils.

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Affiliations and Corresponding Information

Ruth T. Villarta

Gapok National High School

Department of Education - Philippines