

“AWDYO -TEK”: PEDAGOGICAL TOOL IN TRANSITIONAL DEVELOPMENT OF MACRO SKILLS IN FILIPINO

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ABSTRACT

This study covers the teaching of the Filipino subject with “Awdyo – Tek” as a pedagogical tool in the transitional development of macro skills of grade 11 students at Laguna Senior High School Santa Cruz, Laguna School Year 2022-2023. The respondents were in grade 11, with the number of one hundred and fifty (150) and random sampling was used by the researcher. The design used in this study is descriptive research.

And the result that appeared on the level of using the developed Awdyo - Tek as a pedagogical tool among students based on the purpose, content, organization and way of speaking has a comment that is very agreeable and a literal explanation that is very high. This just proves the parts must be considered in the making of the material. Also in the character of Awdyo - Tek as a pedagogical tool based on sound reception, applied music and sound recognition there is a comment that is Very agreeable and a literal explanation that is very high. Attention should also be paid to the nature of a material to be acceptable to students. The results showed that the students' performance in developing macro skills using Awdyo - Tek based on the score has a descriptive equivalent of Excellent and a literal explanation that is very satisfactory. It simply shows that the material helped the students' grades. And in the end, the results show whether there is a significant relationship between the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills of selected students. This shows that the null hypothesis that "There is no significant relationship between the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School" should not be accepted, it shows that "there is significant" relationship between them. It only shows that the awdyo - tek had a relationship with the development of macro skills and grades of the students.

Due to the results of the study, the research led to the conclusion that; Whether there is a significant relationship between the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills of selected students. it shows that the invalid assumption that "There is no significant relationship of the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School" should not be accepted, it shows that "there is significant" relationship between them. This only shows that the audio-tech has been related to the development of macro skills and grades of the students.

Keywords: Awdyo, pedagogical tool, macro skills

INTRODUCTION

Language is the way to the development of every person so in communication it is the instrument used to achieve successful understanding. Language is the soul or the lifeblood of any teaching tool. Student learning is currently in a technological and transitional state, e-learning tools bring it to life for students' rapid understanding and learning. Also related to this, the emergence of various teaching tools cannot be stopped to fulfill the demand of education to cultivate the competence and opportunity to develop the macro skills of each student.

In the preliminary forecast, a task provided by the BUS project (Read, Comprehend and Write) first semester 2022 in the subject of Communication and Research in Filipino Language and Culture was used to read the text normally. The result of the preliminary forecast showed that the students at Laguna Senior High School still have problems in reading as a result of low comprehension and level of understanding of the content of the text.

Manalus (2021) explained that in the decision of the official and staff of the Department of Education and The Commission on Higher Education, in order to promote the continuity of the class they proposed the existence of different learning delivery modalities such as Distance Learning, Blended Learning and Home schooling as an alternative way to continue the education of students. Not only teachers were affected by the change that took place because the pandemic became a big challenge for students and their parents to keep up with the new education system. Many of the parents have had a hard time in this situation because most of them do not know how to read, write and often they also do not understand the lessons in each subject so that the knowledge that is given to their child is not enough to guide them in their studies.

Therefore, the Department of Education's re-implementation of students' F2F (Face-to-Face) classes is a big test for teachers and students. Transitional learning students require more use of additional instructional materials to regain their enthusiasm for learning.

As a teacher, it is necessary to address the problems faced by students. This proves that it is important for each student to cultivate the five macro skills to continue their learning skills. Through macro skills, the student learns to gradually understand something or what is happening around him, whether it is during distance learning, face to face classes especially in the new normal education system.

The target of this research is to describe the relationship of Awdyo - Tek as a pedagogical tool in the transitional development of macro skills of selected students of Laguna Senior High School from the District of Santa Cruz.

1. What is the level of use of the developed Awdyo - Tek as a pedagogical tool based on:
 - 1.1 Purpose;
 - 1.2 Content;
 - 1.3 Organization; and
 - 1.4 Way of speaking?
2. What is the level of characteristics of Awdyo - Tek as a pedagogical tool based on;
 - 2.1 Reception of sound;
 - 2.2 Applicable music; and
 - 2.3 Sound recognition?
3. What is the outcome of students' performance in macro skill development using Awdyo - Tek based on Marka?
4. Does the developed Awdyo - Tek as a pedagogical tool have a significant relationship in the transitional development of macro skills of selected students in Laguna Senior High School?

REVIEW OF RELATED LITERATURE

According to Umam (2015), the student must be prepared and equipped with appropriate learning equipment. Understanding teaching and learning based on teaching materials is one of the important elements that must be done in the development of tasks or activities. Therefore, the development and development of the material is focused in a "student-centered" way in the process of learning equipment that follows the principle of "Contextual Teaching and Learning". He added that the learning tool has three characteristics. First, it contains the lessons that the student needs to learn. Second, tasks, tasks and activities that help to understand the content and third, do not use words that are too simple or too deep. The lessons are organized based on the needs and targets of the student to learn and provide depth. Based on the teachers who reviewed the material they would like to use and suggest to study, and if necessary revise to complement the learning tool to be used. In this statement, Uman (2015) clearly emphasized that teaching tools need a deep analysis before being used by students in order to fulfill the learning that should be achieved in each lesson. Instructional materials must be appropriate for the ability level and the content must match the learning needs of the students.

Bernales (2016) explained, understanding means that the reader must know the meaning of the parts of speech used by the author based on its context. Reasoning Strategy. The approach to understanding or method in explaining the propositions mentioned by the author. Interest and Motivation. These act as a lure to continue reading the work. Reading skill is an active comprehension process in which students need to be taught strategies to become good readers. In this statement, Awdyo-Tek equipment meets the needs of students, any equipment created by the teacher is intended to encourage the expected learning and develop listening and reading comprehension. Due to the technological situation that the students are used to, the appropriateness of the learning tools that will be used by the students is required. Awdyo - Tek equipment will be used to make the students' comprehension skills effective using listening and reading.

For Buban (2015), the process of reading and understanding contained in the literary work has three elements involved. First, the reader is the one who understands what is read, including all his skills, knowledge and experience. Second, the text that understands any printed or electronic texts and the third is the auxiliary work that is part of the comprehension that determines the purpose of the author, the processes he used, and the possible consequences of the work related to reading. These three dimensions lay out a socio-cultural phenomenon and this context can be considered as the way to connect the student's experiences with the text read. It means that the reader cannot be separated from the reality of his real experience in this environment and context. This means that no interpretation can be developed in a reading that is not within the reach of experience.

According to Snow (2013), comprehension is a process of simultaneous development and construction of meaning through interaction and interaction with written language. The words derivation and development are used to emphasize both the importance and scarcity of the text as a result of reading comprehension. Still according to him, the cultivation of reading skills does not depend only on the text, or on the books, but on the experience of the reader. Even though the readers are in a new generation, there are still some who find it difficult to read. They have difficulty discovering and processing the meanings represented by the symbols printed on each page of the book. As a result of this reality, the act of reading is called a very complex process. Still according to him, from the initial experience of recognizing graphemes to visiting the images that remain in our consciousness, the word is felt by any reader as socially, psychologically, physiologically, perceptually, linguistically, and intellectually active. involvement. This means, the whole personality of the reader is always involved in the reading process. It is not only enough to hear the students' correct pronunciation of the letters and words that are read to them, but it is also important to understand the meaning and message conveyed by the words they read. In other words, it requires understanding.

According to Brand and Hartley (2012), in literature understanding is as truth and its evidence as an institution of nature or as a form of knowledge and as moral righteousness in the mind. With each work read, students' minds are sharpened to have critical thinking or understanding to know the logical event in relation to what he read.

In the article published in Apex (2018), Grading students and reporting serve different purposes. Different methods of grading system and giving them are used to give intensive to the students to learn and study well. It also serves as a means to the effectiveness of teaching or a program. A passing grade usually means someone learned something, but it also means they didn't master the material. (Peace, 2022). So in their statement, it is good to give good standards in lessons because this is a way to raise the interesting performance inside the classroom with a high regard for their learning.

Abad (2012) defines performance as a term used by/to students based on the score they got on how well they study. In the statement of Panganiban, (2016) the performance includes the student's score, it is an understanding related to the structure of the subjects. It is contained in the understanding and interconnectedness of learning in which students enable the ability to remember the equipment that is more efficient in the use of new knowledge in the learning situation.

Cogo (2014) said that modern technology is properly equipped as a strategy and technique that is in line with the times. This means that teaching methods change over generations in order for the teaching to remain alive and meaningful, a teacher must follow the change. Not even in the presence of a pandemic but in normal education.

Talabis (2018) defined that the objectives are the target knowledge or goal that students need to reach after using a supplementary equipment. The tools created by teachers are important that can help the growth of students' knowledge, especially the objectives presented in each topic to be discussed. As mentioned by Kirkwood (2014), having specific goals will limit students' focus to learn a specific competency that will serve as a guide to broader learning. That's why it's important to plan the goal well to make it more effective. Whatever type of equipment is developed it is important to achieve the objectives of each lesson.

According to Nic (2013), learning objectives tell students what is important. Without learning objectives, it is difficult for students to know what they are supposed to learn. In an interview, a teacher can talk extensively about a case, but unless He clearly states, it can be difficult for students to know where to focus their attention. learning objectives need to be specific and measurable. Some things people might think are learning objectives but are not: (1) students will understand the central limit theorem, (The term "understand" is not measurable), (2) learn of students about the trees of possibility the "learn" is cannot be measured, and the level is not defined. Have students interpret or create probability trees.

According to Bugarin (2016), through the objective to be expressed in a specific method of learning or work that students are expected to demonstrate. Here you can see the strategies or tools that teachers should use and apply in teaching. The performance will be presented in a visible way or the result of the performance and will be considered under what conditions the work will be performed. In addition to Bental's (2018) definition, the goal is specific knowledge, skills and skills that are intended to be achieved in the study of the module. These statements summarize that the objective serves as a guide to the teachers and the students to achieve the targeted knowledge, skills or abilities that the students should develop.

According to Mouraz and Leite (2013) in the article Putting Knowledge in Context, contextualization is a prerequisite for the presentation of content and organization of activities carried out in the classroom. The participation of students in their school work is significant especially if they are taught, why they need to learn the concepts and how these concepts can be used in the context of reality. Content or subject matter is discipline specific. The teacher only needs to decide on the relevance and

appropriateness of some content in the situation (Baldeo, 2015). With this statement, in-depth analysis of the content of any lesson is good to prevent students from straying from the expected learning.

Alida (2021) further stated, content refers to the body of knowledge and information taught by teachers and students are expected to learn a specific subject or part of the content, such as English language arts, mathematics, science, or social studies. Content usually refers to the facts, concepts, theories, and principles taught and learned in specific academic courses, rather than related skills such as reading, writing, or research that students also learn in school.

According to the article by Leobrera (2016), in order to meet the needs of effective learning, the content of supplementary equipment should have the following characteristics: (a) focused on students and (b) based on others' different types of learning or "learningstyles and "multiple intelligences". Julian (2012) mentioned that the content is the thoughts that the writer wants to share with the readers. In Julian's statement, it can be seen that the subject is what the writer wants to instill in the minds of the readers. In this part the writer shows the importance of what he wrote.

And Castillo (2016) added, the content is the subject, standards and skills that are shared with students and made through teachers or supervisors. It may be given by the teacher but it is based on the needs of the students. It is important to study each content of the lessons that will be taught to the students so that their discussion becomes more meaningful. The content becomes the soul of the lesson so it is important to study and focus on it.

Pointe (2020) explained, the beauty of dialogues, music, and sound effects have the power to transport their listeners to distant settings or places with entertaining stories. These factors greatly contribute to the organization and effective use of material.

According to Bulger (2022), adding music or sound effects to the story will further engage your audience and ensure a unique listening experience. Audiobooks are an amazing tool of knowledge and entertainment for people today. More and more, the audiobook market is growing worldwide. To bring these stories to the ears of the listeners, actors and narrators are very good, especially if the music contained in it is suitable for what is being listened to.

Based on the National Literacy Trust (2017), audiobooks can be the key to opening a child's passion for reading. Their nature allows all children, regardless of their reading ability, to access and explore the incredible world of stories, brought to life through a range of ages. -exciting voice, different accents and sound effects.

Audio Publishers Association (2020) adds, audiobooks help develop and enhance important literacy skills such as fluency, vocabulary, language, pronunciation, phonemic awareness, and comprehension skills that often hone in on comprehension. with the help of clarity and manner of speaking.

According to the Scholastic Parents Staff, (2021), listening to a book helps to see how the words come to life on the page in a continuous, expressive way. It helps focus on the sounds of the words being read without delay and provides a model of reading fluency. Audiobooks also provide an important introduction to listening, a skill that must be learned in order to learn how to read.

Lui (2012) said, with the help of sound effects, the listeners or audience seem to experience what is happening in the story when they listen to the audiobook. In other countries, audiobooks are produced by professionals, including directors, audio engineers, reciters (the author or professional reciters). In the study he conducted that was conducted by sixty-six respondents, they were asked what mobile applications they download on their gadgets and it is noteworthy that most of them are applications that can be used even without an internet connection.

Recording an audiobook is a performance art. Performance, training and persistence are also taken into account. This includes the quality of the voice, the application of music and the use of different sounds to make pronunciation and narration more appropriate, realistic and creative. It depends on these

factors to get the listener's interest. He added that the way of speaking should be emotional and realistic to make the statement and story more believable. (Thorne, 2022)

Salvador (2015) also mentioned that in the creation of teaching materials, printed equipment is different from electronic equipment, in the printing press the paper material, technical ability and quantity of users will be emphasized here while in electronic equipment the quality of the voice is needed, application of music and even the effect to be used was given attention. In the use of voice, attention was paid to the way of speaking without stuttering and speaking clearly, through this a suitable voice will appear that can be used for recording such as audio recorded or video.

Cruz (2016) agreed that the preparation of electronic equipment such as audio and video is more difficult and lengthy. Because there is a lot to pay attention to and the quality of the work such as voice, sounds, music, placement of sound effects and even the appearance of the speaker. To be revised it requires sufficient skill to perform.

According to Grande (2019), Audio materials include everything from oral histories to music, to speeches, to radio broadcasts, and testimony covering all types of recorded sound. . As with other types of resources, it is not just the format of the material and where it comes from, but how it is used.

Based on Blair (2016), the changes made by technology in the course of life cannot be compared, especially in education. The skill and talent of the next generation professional such as the teacher will be meaningless if it continues to rely on traditional methods.

According to De Guzman (2017) In the era of modern education, electronic teaching equipment will be the effective key to further develop the knowledge of every Filipino youth. It is not unknown to us that we are in a time of great change. As part of progress we must embrace modern electronic equipment in our teaching. A big part of the development of a personality is to shape the five Macro Skills in Filipino: Reading, Speaking, Writing, Listening and Watching. This is a way to express correct opinions, attitudes, and ideas based on the subject using the original language. In order for the person to claim an effective and proper way of expression towards a successful communication, it is necessary to develop language skills

METHODOLOGY

Descriptive research was used in this research because it is compatible with the needs of the study whose main objective is to find out the advantage of the developed and developed Awdyo - Tek in the macro skill level of the students. Also, the research wants to describe the relationship between the use of the developed pedagogical equipment Awdyo - Tek in the students' comprehension and understanding. Random Sampling was used by the researcher in the selection of respondents to assess the developed pedagogical equipment for the transitional studies of the students of Laguna Senior High School 2022.

According to Dudovskiy (2018), the descriptive research method is an attempt to identify and describe what the data is gathered. Descriptive research aims to find out the natural situations or events that will be the basis for data collection. The instruments to be used in the research were developed Awdyo - Tek that used sound, music and lyrics, questionnaires and tests to measure students' comprehension and understanding.

Research respondent

The research respondents are selected students in grade 11 who are in different strands with a total number of one hundred and fifty (150) from the school of Laguna Senior High School, Santa Cruz Laguna school year 2022-2023 .

Table 1. Total and Percentage Distribution of Participants in Laguna Senior High School

Antas**Bilang ng mga tagatugon**

Baitang	Seksyon	Populasyon	Seksyon	Populasyon	Kabuuang Populasyon
11	ABM A	28	ABM B	22	50
11	HUMMS B	24	HUMMS A	16	40
11	STEM C	25	STEM B	35	60
Kabuanan		77		73	150

The selection of participants in each strand is based on those with a grade of 84 - 71 so it can be seen that the population of respondents is not the same.

What was used in this study was random sampling because the researcher wanted to know if the use of Awdyo-Tek had a significant effect on the students in the transitional development of students' macro skills in listening, reading and watching . Five (5) field trips will also be taken to evaluate the equipment developed by the researcher, questionnaires and rubrics to be tested and adjusted before being used by students.

Research Method

In gathering information and developing this study, the researcher gathered books, internet and had interviews with research experts. The researcher started by identifying the problem of school students that he wanted to pay attention to. He noticed that some of the students' problems were their weakness in reading and thinking of a tool that would help them. So the researcher developed the Awdyo-tek study to meet their problem. Here are the steps taken to cover this research.

First, the researcher sought permission from his advisor and approved the title and topic thought. Second, When the subject passes the research circles the equipment begins to be made. Third, the researcher developed the material called audio-tech with the guidance of some experts in this field. Fourth, the materials used in the research board were validated, the corrections of each panel were carried out and corrected when the panels agreed on the created questionnaire and material the material can still be validated in five (5) adventure to see if can be used by students. Fifth, after evaluating the material, the researcher will write a letter of permission to the district observer, school principals to authorize the research done. Sixth, and when the letter was signed, the study was started, the lesson was taught and for several days the students were focused on reading using Awdyo - tek. Seventh, the teacher gave a test after listening to the content of the lessons to get the student's score. The total of the test is fifty (50) items. There was also a corresponding description of the score obtained by the student to measure if there was a change in the level of understanding and learning of the students using Awdyo - Tek. The frequency of correct answers to each item and scoring is based on the k-12 Curriculum Guide in Filipino in the description: The teacher provided a secondary text using the developed Awdyo - Tek to measure students' comprehension based on identifying in details, sequence of events and problem solving. Eighth, after the exam, the students were asked to answer the questionnaire. Ninth, data is collected and recorded and interpreted. Tenth, when the students' response to the collected data became positive, the material was referred to be used as a foundation for students who read poorly.

Research Instrument

In order to fulfill the research objectives, the following equipment was used in data acquisition and teaching:

The researcher used and selected the topic in the subject of Filipino Communication and Research in Filipino Language and Culture using the curriculum guide to be used in the exam. Meanwhile, the questionnaire and Likert Scale were used. According to Derrick and White (2017), the Likert Scale is a psychometric scale that is often used in research that uses questionnaires. It is often used to respond to surveys. Respondents specifically indicate their level of agreement or disagreement for a series of questions. The scale emphasizes the intensity of the response to each item. This part was used with questionnaires to find out the advantages of Awdyo - Tek based on the purpose, content, organization and way of speaking here.

5	4.20-5.00	Lubos na sumasang-ayon
4	3.40-4.19	Sumasang-ayon
3	2.60-3.39	Katamtamang Sumasang-ayon
2	1.80-2.59	Hindi sumasang-ayon
1	1.00-1.79	Lubos na Hindi Sumasang-ayon

A test consisting of fifty (50) items along with several rubrics was also used as an instrument to measure the student's ability.

Statistical Methods

To analyze the data gathered, the following statistical instruments were used:

To measure the level of use of the developed Awdyo - Tek as a pedagogical tool among students based on the purpose, content, organization and method of speaking, the Weighted Mean and Standard Deviation were used in statistical computing.

Also in the nature of Awdyo - Tek as a pedagogical tool based on sound reception, applied music and sound recognition, Weighted Mean and Standard Deviation were used as statistical methods.

To measure the level of comprehension and understanding of the students' performance in the development of macro skills using Awdyo - Tek, statistical computing Weighted Mean and Standard Deviation was used.

The significant relationship of the developed Awdyo - Tek as a pedagogical tool in the transitional development of the macro skills of the selected students was used the statistical computing Pearson r.

RESULT AND DISCUSSION

Table 2. Level of use of developed Audio - Tech as a pedagogical tool based on Objective

Mga Pahayag	Mean	SD	Puna
<i>Malinaw ang layuning nakapaloob sa pedagogikal na kagamitang Awdyo - Tek.</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Angkop ang mga layunin ng Awdyo - Tek sa bawat bahaging nilalaman nito.</i>	4.94	0.24	Lubos na sumasang-ayon
<i>Tumutugon ang mga layunin sa resulta ng paggamit ng Awdyo - Tek.</i>	4.95	0.23	Lubos na sumasang-ayon
<i>Nabibigyang kabatiran ang mga mag-aaral sa mga nais na tunguhin ng kagamitang pampagtuturo na Awdyo - Tek.</i>	4.96	0.20	Lubos na sumasang-ayon

<i>Nakatutulong ang mga gabay na layunin sa Awdyo - Tek para malinang ang makrong kasanayan ng mga mag-aaral.</i>	4.95	0.21	Lubos	na
			sumasang-ayon	

Overall Mean: 4.95

Standard Deviation: 0.21

Literal na paliwanag: Lubhang Mataas

Table 2 shows the level of use of the developed Awdyo-Tek as a pedagogical tool based on the Objective has a literal meaning that the level of use of the developed Awdyo-Tek is very high and in the view of the respondents, the objective is clear contained in pedagogical tool Awdyo – Tek and students are informed about the desired goals of the teaching tool Awdyo - Tek obtained (M=4.96, SD=0.20) and the objectives correspond to the result of using Awdyo – Audio objective guides are tech and helpful -Tek to cultivate students' macro skills has (M=4.95, SD=0.23, 0.21) Although it was observed that very high level of use of developed Awdyo-Tek, the statement with the lowest score is appropriate Awdyo - Tek's purpose in each part of its content is there is (M=4.94, SD=0.24)

There is a total mean of 4.95, standard deviation of 0.21 and shows that the use of the developed Awdyo - Tek as a pedagogical tool based on the Objective has a comment of Strongly agree and a literal explanation that is very high. According to the result the goal was achieved based on the creation of audio-tech material.

Because Talabis (2018) defined that the objectives are the target knowledge or goal that students need to reach after using a supplementary tool. The tools created by teachers are important that can help the growth of students' knowledge, especially the objectives presented in each topic to be discussed.

Table 3. Level of use of developed Audio - Tech as a pedagogical tool based on Content

Mga Pahayag	Mean	SD	Puna	
<i>Mahusay ang pagkakalahad ng nilalaman ng Awdyo - Tek.</i>	4.95	0.21	Lubos	na
			sumasang-ayon	
<i>May kalinawan ang mga nilalaman bilang interbensyon na makikita sa Awdyo - Tek.</i>	4.92	0.27	Lubos	na
			sumasang-ayon	
<i>Malinaw na naririnig, nababasa at nakikita ang paksang nilalaman ng Awdyo - Tek.</i>	4.89	0.31	Lubos	na
			sumasang-ayon	
<i>Napapaunlad ang makrong kasanayan sa pakikinig, pagbasa at panonood sa tulong ng mga nilalaman ng Awdyo - Tek</i>	4.96	0.20	Lubos	na
			sumasang-ayon	
<i>Nabibigyan nang mas malinaw na diin at diwa ang mga paksang nakapaloob sa Awdyo - Tek.</i>	4.97	0.18	Lubos	na
			sumasang-ayon	

Overall Mean: 4.94

Standard Deviation: 0.24

Literal na paliwanag: Lubhang Mataas

Table 3 shows the level of use of the developed Awdyo-Tek as a pedagogical tool based on the Content has a literal meaning of a very high level of use of the developed Awdyo-Tek and in the view of the respondents, is given more clear emphasis and meaning the subjects contained in Awdyo - Tek obtained (M=4.97, SD=0.18) and developing macro skills in listening, reading and watching with the help of the contents of Awdyo - Tek has (M=4.96, SD=0.20) Although very high levels of use of the developed have been observed Awdyo-Tek, the statement with the lowest score clearly hears, reads and sees the subject content of Awdyo - Tek has (M=4.89, SD=0.31)

There is a total mean of 4.94, standard deviation of 0.24 and shows that the use of the developed Awdyo - Tek as a pedagogical tool based on the Content has a comment of Strongly agree and a literal explanation that is very high. Based on the result, the respondents agreed with the content meaning that it helped them.

Explained by Alida (2021), content refers to the body of knowledge and information that teachers teach and students are expected to learn in a specific subject or part of content, such as English language arts, mathematics, science, or social studies. Content usually refers to the facts, concepts, theories, and principles taught and learned in specific academic courses, rather than related skills such as reading, writing, or research that students also learn in school.

Table 4. Level of use of developed Audio - Tech as a pedagogical tool based on Organization

Table 4 shows the level of use of the developed Awdyo-Tek as a pedagogical tool based on the Organization with a literal explanation of the extremely high level of use of the developed Awdyo-Tek and in the view of the respondents, provides more extensive knowledge in terms of content, the organization of Awdyo - Tek obtained (M=4.91, SD=0.29) and Awdyo - Tek is helpful even without connection or internet because of its organized structure there is (M=4.90, SD=0.30) Although it was noticed that extremely high level of use of advanced Awdyo-Tek, the statement with the lowest score is logical and organized the content of Awdyo - Tek has (M=4.88, SD=0.33)

Table 4. Level of use of developed Audio - Tech as a pedagogical tool based on Organization

Mga Pahayag	Mean	SD	Puna
<i>Lohikal at organisado ang nilalaman ng Awdyo - Tek.</i>	4.88	0.33	Lubos sumasang-ayon na
<i>Maayos ang pagkakabuo ng mga nilalaman ng Awdyo - Tek mula sa simula hanggang huli.</i>	4.89	0.32	Lubos sumasang-ayon na
<i>Angkop sa pangangailangan ng mag-aaral ang pagkakasunod - sunod ng mga nilalaman ng Awdyo - Tek.</i>	4.89	0.32	Lubos sumasang-ayon na
<i>Nakatutulong ang Awdyo - Tek kahit walang koneksyon o internet dahil sa organisadong pagkakabuo nito.</i>	4.90	0.30	Lubos sumasang-ayon na
<i>Nagbibigay ng mas malawak na kabatiran sa nilalaman ang pagkakaayos ng Awdyo - Tek</i>	4.91	0.29	Lubos sumasang-ayon na

Overall Mean: 4.89

Standard Deviation: 0.31

Literal na paliwanag: Lubhang Mataas

There is a total mean of 4.89, standard deviation of 0.31 and it is shown that the use of the developed Awdyo - Tek as a pedagogical tool based on the Organization has a comment of Strongly agree and a literal explanation that is very high. The result only shows that the content of the material is organized.

According to Cruz (2016). In the development of the material, the organization is considered in the content and totality of a material should be presented correctly and properly structured to make the use of a material more effective. The order and systematic structure can help the readers to quickly learn and

understand the text they are going to read. Any systematic teaching tool creates a smoother flow of understanding and learning.

Table 5. Level of use of enhanced Audio - Tech as a pedagogical tool based on Speaking Method

Mga Pahayag	Mean	SD	Puna	
<i>Malinaw ang pagkakarekord ng mga salitang ginamit sa Awdyo - Tek.</i>	4.95	0.23	Lubos	na sumasang-ayon
<i>Malakas at angkop sa dami ng tagapakinig ang paraan ng pagsasalita.</i>	4.92	0.27	Lubos	na sumasang-ayon
<i>Wasto at pili ang mga salitang ginamit sa Awdyo - Tek kaya't mas nakahihikayat itong pakinggan kasabay ng mga lirikong nababasa at napapanood.</i>	4.95	0.21	Lubos	na sumasang-ayon
<i>Nakahihikayat ang tinig at paraan ng pagsasalita na ginamit sa Awdyo - Tek na nagdudulot ng mas malalim na relasyon sa pakikinig.</i>	4.94	0.24	Lubos	na sumasang-ayon
<i>Nailalapat ng wasto ang mga ponemang suprasegmental sa paraan ng pagsasalita.</i>	4.96	0.20	Lubos	na sumasang-ayon
<i>Overall Mean: 4.94</i>				
<i>Standard Deviation: 0.23</i>				
<i>Literal na paliwanag: Lubhang Mataas</i>				

Table 5 shows the level of use of the developed Awdyo-Tek as a pedagogical tool based on the Method of speaking has a literal meaning very high level of use of the developed Awdyo-Tek and in the view of the respondents, applicable are valid suprasegmental phoneme in the way of speaking and the words used in Awdyo - Tek are correct and selected so it is more encouraging to listen to the lyrics that can be read and watched obtained (M=4.96, SD=0.20, 0.21) and The recording is clear of the words used in the Audio -Tek has (M=4.95, SD=0.23) Although it has been observed that very high level of use of developed Awdyo-Tek, the speech with the lowest score is strong and suitable for the amount of listeners the way of speaking has (M =4.92, SD=0.27)

There is a total mean of 4.94, standard deviation of 0.23 and it is shown that the use of the developed Awdyo - Tek as a pedagogical tool based on the Speaking Method has a comment of Strongly agree and a literal explanation that is very high. According to the result that the way of speaking in the produced material became clear and well is getting information.

The way of speaking is giving, sharing a mental message through a verbal method that uses language with the correct sound, correct grammar, to clearly explain feelings and thoughts. To be effective in speaking need to consider knowledge, skills and self-confidence (Chua, 2012).

Table 6. Characteristic level of Awdyo - Tek as a pedagogical tool based on Sound Reception

Mga Pahayag	Mean	SD	Puna	
<i>Nagbibigay - linaw sa nilalaman ng paksa ang daloy ng tunog sa pagkakabigkas at pagkakabuo ng pedagohikal na kagamitang Awdyo - Tek.</i>	4.97	0.16	Lubos	na sumasang-ayon

<i>Nalilintang ng mabilis ang pagkilala sa mga salita dahil sa malinis at malinaw na pagkakabigkas sa mga salita.</i>	4.97	0.16	Lubos	na
<i>Mas nalilintang ang pag-unawa sa aralin dahil sa malinaw na daloy ng tunog.</i>	4.98	0.14	Lubos	na
<i>Nakapagpapabilis na nakapagpoproseso sa utak ng tagapakinig, mambabasa at nanonood ng mga salita dahil sa maayos na pagkakarekord.</i>	4.98	0.14	Lubos	na
<i>Nakahihikayat na makinig dahil sa dating na tunog at timbre ng boses ng nagsasalita.</i>	4.98	0.14	Lubos	na
<hr/>				
<i>Overall Mean: 4.98</i>				
<i>Standard Deviation: 0.15</i>				
<i>Literal na paliwanag: Mataas</i>				

Table 6 shows the level of quality of Awdyo - Tek as a pedagogical tool based on the Reception of sound with a literal explanation that is very high level of quality of Awdyo - Tek and in the view of the respondents, Cultivating more understanding of the lesson due to clear flow of sound, which speeds up the brain processing of the listener, reader and watcher of words due to the well-recorded and encouraging to listen due to the former sound and timbre of the speaker's voice obtained (M=4.98, SD= 0.14). Although a very high level of Awdyo-Tek characteristics was observed, the statement with the lowest score clarifies the content of the subject, the flow of sound in pronunciation and the formation of pedagogical equipment Awdyo-Tek and Cultivating the recognition of the fast those words because of the clean and clear pronunciation of the words there is (M=4.97, SD=0.16)

There is a total mean of 4.98, standard deviation of 0.15 and it shows that the characteristic of Awdyo - Tek as a pedagogical tool based on the Reception of sound has a comment of Strongly agree and a literal explanation that is very high. The agreement of the respondents shows that the reception of a device is very important.

Pointe (2020) explained, the beauty of dialogues, music, and sound effects have the power to transport their listeners to distant settings or places with entertaining stories. These factors greatly contribute to the organization and effective use of material.

Table 7. Characteristic level of Awdyo - Tek as a pedagogical tool based on music

Table 7 shows the level of quality of Awdyo-Tek as a pedagogical tool based on Lapat music with a literal interpretation that has a very high level of quality of Awdyo-Tek and in the view of the respondents, it provides clarity applying music topedagogical teaching tool Awdyo - Tek obtained (M=4.87, SD=0.0.33) and the application of music in any teaching tool causes to arouse students' attention has (M =4.84, SD=0.37).

Table 7. Characteristic level of Awdyo - Tek as a pedagogical tool based on music

<u>Mga Pahayag</u>	<u>Mean</u>	<u>SD</u>	<u>Puna</u>	
<i>Nagbibigay – linaw ang maayos na paglalapat ng musika sa pedagogikal na kagamitang pampagtuturo na Awdyo - Tek.</i>	4.87	0.33	Lubos	na
<i>Nakadaragdag ng kawilihan sa pakikinig, pagbasa at panonood ang inilapat na musika sa Awdyo - Tek.</i>	4.81	0.39	Lubos	na

<i>Nakapupukaw ng interes na makinig at isabay ang pagbabasa dahil sa husay ng musikang inilapat sa Awdyo - Tek.</i>	4.81	0.40	Lubos sumasang-ayon	na
<i>Nakatutulong ang paglalapat ng musika sa nakarekord na aralin upang mapaunlad ang makrong kasanayan ng mga mag-aaral.</i>	4.83	0.37	Lubos sumasang-ayon	na
<i>Nagbibigay - aliw o kasiyahan ang paglalapat ng musika saan mang kagamitang pampagtuturo dahilan para mapukaw ang atensyon ng mga mag-aaral.</i>	4.84	0.37	Lubos sumasang-ayon	na
<hr/>				
<i>Overall Mean: 4.83</i>				
<i>Standard Deviation: 0.37</i>				
<i>Literal na paliwanag: Lubhang Mataas</i>				

Although it was noticed that the Awdyo - Tek characteristic level is very high, the statement with the lowest score adds interest to listening, reading and watching the applied music in Awdyo - Tek and arouses interest to listen and read together because of skill of music applied to Audio - Tech has (M=4.81, SD=0.39, 0.40)

There is a total mean of 4.83, standard deviation of 0.37 and it is shown that the characteristic of Awdyo - Tek as a pedagogical tool based on Lapat ng Musika has a comment of Strongly agree and a literal explanation that is very high. It simply indicates that the application of music helped the respondents.

According to Bulger (2022), adding music or sound effects to the story will further engage your audience and ensure a unique listening experience. To bring these stories to the ears of the listener is intentional very good actor and narrator especially if the music contained in it is suitable for what is being listened to.

Table 8. Characteristic level of Audio - Tech as a pedagogical tool based on Sound Recognition

Table 8 shows the level of quality of Awdyo-Tek as a pedagogical tool based on Sound Recognition with a literal explanation of the very high level of quality of Awdyo-Tek and in the view of the respondents, able to quickly interpret on the subject due to the clear recognition of the sound in Awdyo - Tek obtained (M=4.99, SD=0.12) and helps to recognize the words, meaning and message that want to convey to the subject the smooth sound has (M=4.98, SD =0.14) Although it was noticed that the very high level of Audio characteristic -Tek, the statement with the lowest score clearly receives what is being expressed in Awdyo - Tek because of the correct flow of sound used there is (M=4.95, SD=0.14)

Table 8. Characteristic level of Audio - Tech as a pedagogical tool based on Sound Recognition

Mga Pahayag	Mean	SD	Puna	
<i>Mabilis na nakikilala ang mga salitang ipinapahayag sa paksa dahil sa malinaw na daloy ng tunog.</i>	4.97	0.18	Lubos sumasang-ayon	na
<i>Natatanggap ng malinaw ang mga ipinapahayag sa Awdyo - Tek dahil sa tamang daloy ng tunog na ginamit.</i>	4.95	0.21	Lubos sumasang-ayon	na
<i>Nakahihikayat na makinig dahil sa maayos na rekognisyon ng tunog.</i>	4.97	0.16	Lubos sumasang-ayon	na

<i>Nakatutulong sa pagkilala ng mga salita, kahulugan at mensaheng nais iparating sa paksa ang maayos na tunog.</i>	4.98	0.14	Lubos sumasang-ayon	na
<i>Mabilis na nakapagbibigay ng interpretasyon sa paksa dahil sa malinaw na rekognisyon ng tunog sa Awdyo - Tek.</i>	4.99	0.12	Lubos sumasang-ayon	na

Overall Mean: 4.97

Standard Deviation: 0.17

Literal na paliwanag: Lubhang Mataas

There is a total mean of 4.97, standard deviation of 0.17 and shows that the characteristic of Awdyo - Tek as a pedagogical tool based on Sound Recognition has a comment of Strongly agree and a literal explanation that is very high. Also showed the importance of proper sound recognition to better use awdyo-tek and be useful to students.

Salvador (2015) also mentioned that in the creation of teaching materials, printed equipment is different from electronic equipment, in the printing press the paper material, technical ability and quantity of users will be emphasized here while in electronic equipment the quality of the voice is needed, application of music and even the effect to be used was given attention. In the use of voice, attention was paid to the way of speaking without stuttering and speaking clearly, through this a suitable voice will appear that can be used for recording such as audio recorded or video.

Table 9. Student performance results in macro skill development using Awdyo-Tek based on Grade

Marka	Kabuuan	Bahagdan	Mapaglarawang Katumbas
90 - 100	99	66.00	<i>Pinakamahusay</i>
85 - 89	31	20.67	<i>Mahusay</i>
80 - 84	20	13.33	<i>Magaling-galing</i>
75 - 79	0	0.00	<i>Karaniwan</i>
71 - 74	0	0.00	<i>Mahina</i>
Total	150	100	
Weighted Mean	<i>91.81</i>		
Pinakamababang Marka	<i>80</i>		
Pinakamataas marka	<i>na 100</i>		Kasiya-siya
Standard Deviation	<i>6.06</i>		

Table number nine shows the results of students' performance in developing macro skills using Awdyo-Tek based on the Score, out of a total of one hundred and fifty respondents, the score "90 to 100" scored the highest number which is ninety-nine (99) or 66.00% of total responders and descriptive equivalents Best. And the score "85 to 89" has a number of thirty-one (31) or 20.67% of the total respondents and has a descriptive equivalent of Excellent. While the score "80 to 84" got the lowest number of twenty (20) or 13.33% of the total respondents and has a descriptive equivalent of Excellent.

There is a total (Weighted Mean=91.81, SD=6.06) and (lowest score = 80, highest score = 100) shows that the result in the performance of students in the development of macro skills using Awdyo-Tek based on Marka is has the descriptive equivalent Great and has the literalexplanation very satisfactory. As a result of the data collected, it only shows that the student scored high in the use of the material.

In the statement of Panganiban, (2016) the performance includes the student's score, it is an understanding related to the structure of the subjects. It is contained in the understanding and interconnectedness of learning in which students enable the ability to remember the equipment that is more efficient in the use of new knowledge in the learning situation.

Table 10. Significant relationship of the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School

Awdyo - Tek	r-value	Katibayan ng Ugnayan	Analisis
Resepsyon ng tunog	0.4795	Katamtamang pagkakaugnay	Makabuluhan
Lapat na musika <i>Marka</i>	0.4757	Katamtamang pagkakaugnay	Makabuluhan
Rekognisyon ng tunog	0.3087	Mababang pagkakaugnay	Makabuluhan

Palatandaan:

Sukatan	Katibayan ng Ugnayan
±0.00	walang pagkakaugnay, Walang relasyon
±0.01 – ±0.20	napakababang pagkakaugnay, Halos walang relasyon
±0.21 – ±0.40	mababang pagkakaugnay, Tiyak ngunit mababaw ang relasyon
±0.41 – ±0.70	katamtamang pagkakaugnay, Makabuluhan ang relasyon
±0.71 – ±0.90	mataas na pagkakaugnay, Kapuna-puna ang relasyon
±0.91 – ±0.99	napakataas na pagkakaugnay, Mapapaniwalaan ang relasyon
±1.00	Lubos ang pagkakaugnay, Ganap na may relasyon

Table number ten shows the significant relationship of the developed Awdyo – Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School. The data was analyzed using a statistical method that resulted in a calculated value for the r-value. It shows that the calculated value for Sound Reception, with an r-value of 0.4795 for Applied music, 0.4757 and for Sound Recognition 0.3087 has a low to moderate correlation and has a low support calculated p-value and the analysis is significant.

Based on the data gathered, it shows that the null hypothesis that "There is no significant relationship between the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School" is do not accept, it shows that there is a "significant" relationship between them. This only shows that audio-tech has had a relationship with the development of students' macro skills and grades.

Uman (2015) even added that teaching tools need deep analysis before being used by students in order to fulfill the learning that should be achieved in each lesson. Instructional materials must be appropriate for the ability level and the content must match the learning needs of the students. The student must be prepared and equipped with appropriate study equipment. Understanding teaching and learning based on teaching materials is one of the important elements that must be done in the development of tasks or activities.

CONCLUSION

Because of the results of the study, the research led to the conclusion that;

Whether there is a significant relationship between the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills of selected students. it shows that the invalid assumption that "There is no significant relationship of the developed Awdyo - Tek as a pedagogical tool in the transitional development of macro skills and Grades of selected students in Laguna Senior High School" should not be accepted, it shows that "there is significant" relationship between them. This only shows that the audio-tech has been related to the development of macro skills and grades of the students.

RECOMMENDATIONS

Based on the outcome and conclusion of the study, the researcher suggests the following recommendations.

Use the audio-tek as a teaching tool for macro skills in Filipino.

The school will still support teachers to create new teaching tools to further develop students' skills.

Teachers should continue to be creative in developing materials to be used in their teaching to further increase the level of education.

Students participate in the implementation or use of innovative teaching tools to further shape their skills.

For future researchers, this study can be a basis and be amended for future studies.

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