The International Review of Multidisciplinary Research
Volume 1, Issue 9, July 2026, pp. 12-17
https://doi.org/10.67167/vertex.467

Enhancing Grade 7 Students' Communicative Use of Passive and Active Voice Through Strategic Intervention Materials (SIMs)

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Article Details:

Received: 9 May 2026
Revised: 20 June 2026
Accepted: 29 June 2026
Published: 11 July 2026
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Recommended Citation:

Jimeno-Edol, L. J. (2026). Enhancing Grade 7 Students' Communicative Use of Passive and Active Voice Through Strategic Intervention Materials (SIMs). The International Review of Multidisciplinary Research. 1 (9), 12-17. https://doi.org/10.67167/vertex.467

Index Terms:

Strategic Intervention Materials (SIMs), Active and Passive Voice, Grammar Proficiency, Communicative Competence, Grade 7 Student

Abstract. This study aimed to enhance Grade 7 students' communicative use of active and passive voice through Strategic Intervention Materials (SIMs). It determined students' proficiency before and after the intervention and examined the significant difference in their performance using a one-group pre-test–post-test design with 40 students. Data were analyzed using mean, standard deviation, paired-samples t-test, and Cohen's d. The intervention was implemented over a short period with structured and guided activities designed to address least-mastered competencies. The SIMs provided scaffolded exercises that allowed students to practice and apply grammatical concepts in meaningful contexts. This approach ensured that learning was both focused and learner-centered. The materials also encouraged active participation, independent learning, and increased learner confidence during grammar activities and classroom discussions. Through contextualized exercises and collaborative tasks, students were given opportunities to apply grammatical rules in authentic communication situations. Furthermore, the intervention promoted engagement by presenting lessons in a simplified and interactive manner suited to the learners' needs and proficiency levels. The use of varied activities, examples, and formative exercises also helped sustain learners' interest and improve their understanding of grammar concepts. Results showed that students had low proficiency before the intervention (M = 16.63) but significantly improved after using SIMs (M = 34.68), reaching a "Very Satisfactory" level. The difference between pre-test and post-test scores was statistically significant (t (39) = 20.79, p = .001), with a very large effect size (d = 3.287), indicating a substantial impact of the intervention. The study concludes that SIMs are effective in improving grammar mastery and communicative competence. It recommends the use of SIMs in English instruction and additional support for learners who still experience difficulties.

Introduction

English plays a vital role in education, communication, and professional growth, making it an important subject in the Philippine curriculum. Through Communicative Language Teaching (CLT), students are encouraged not only to learn grammar rules but also to apply them meaningfully in real-life situations (Benati, 2025; Zeng, Xu, & Gao, 2024). However, many learners still struggle with active and passive voice, particularly in constructing and applying passive forms in writing and speaking tasks (DepEd, 2025; Assunção, da Costa Lay, & Belo, 2020). Although the Department of Education promotes learner-centered approaches and Meaningful Communicative Tasks (MCTs), grammar instruction in many classrooms remains teacher-centered and focused on memorization rather than communication (Policarpio, 2019).

To address these challenges, Strategic Intervention Materials (SIMs) have been identified as effective tools for improving least-mastered skills through engaging and contextualized activities. SIMs provide structured learning experiences that encourage students to apply grammar in meaningful communication. This study aims to develop CLT-based SIMs to improve Grade 7 students' competency in active and passive voice at Mabuhay Integrated School. The study is grounded on the need to strengthen learners' grammar proficiency and communicative competence, especially since pre-test results

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revealed low mastery in identifying and transforming active and passive sentences. By integrating interactive and communicative tasks, this study seeks to fill the gap in existing instructional materials for grammar instruction.

Research Questions

This study determined to enhance Grade 7 students' communicative use of passive and active voice through the use of strategic intervention material (SIM) during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the proficiency level of Grade 7 students before the use of strategic intervention materials (SIM)?
2. What is the proficiency level of the Grade 7 students after the use of strategic intervention materials (SIM)?
3. Is there a significant difference in the proficiency level of Grade 7 students before and after the use of strategic intervention materials (SIM)?

Assumptions of the Study

This study assumed that the Grade 7 students honestly answered the pre-test and post-test assessments and actively participated in the activities provided in the Strategic Intervention Materials (SIMs). It was also assumed that the SIMs were appropriate, effective, and aligned with the learners' needs in improving their proficiency in active and passive voice. Furthermore, the study assumed that any improvement in students' performance was influenced by the use of the SIMs

Methodology

This study utilized a pre-experimental one-group pretest–posttest design to determine the effectiveness of Strategic Intervention Materials (SIMs) in improving Grade 7 students' mastery of active and passive voice. The study was conducted at Mabuhay Integrated School among 40 Grade 7 students selected through purposive sampling based on their low proficiency in the target competency. The research instruments included a 40-item pretest and posttest, validated by four English teachers and language experts, with a reliability coefficient of 0.83 using Cronbach's Alpha. The intervention consisted of four SIMs covering subject–verb–object structure, pronouns, transitive and intransitive verbs, and active and passive voice. The SIMs were developed using Backward Design and Communicative Language Teaching (CLT) principles.

The study followed a one-week modular intervention conducted during summer vacation. Students took a pretest before the intervention and a posttest after completing the SIM activities. Data were analyzed using frequency counts, percentages, mean scores, and paired-samples t-test to determine significant differences between pretest and posttest results. Ethical standards such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the study.

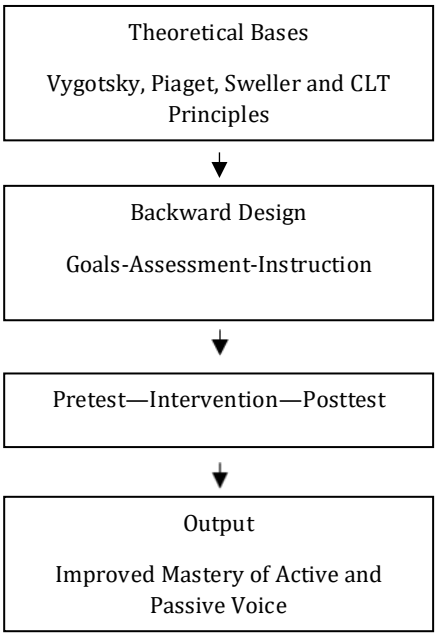

Figure No. 1. Backward Design Model

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This framework highlights the integration of Backward Design and Communicative Language Teaching (CLT) in developing Strategic Intervention Materials (SIMs) to improve Grade 7 students' mastery of active and passive voice. Backward Design ensured alignment among learning objectives, assessments, and activities, while CLT emphasized meaningful and communicative use of grammar.

The study was also supported by Vygotsky's Zone of Proximal Development, Piaget's Cognitive Development Theory, and Sweller's Cognitive Load Theory. These theories guided the SIMs in providing scaffolded, learner-centered, and organized activities that helped students gradually master active and passive voice through meaningful learning experiences.

Results and Discussion

This part presents the analysis and interpretation of the data gathered on the effectiveness of Strategic Intervention Materials (SIMs) in improving Grade 7 students' communicative use of active and passive voice. The results include the students' proficiency levels before and after the intervention, as well as the significant difference between the pre-test and post-test scores.

Proficiency Level	*Frequency*	*Percentage*
Outstanding	*0*	*0%*
Very Satisfactory	*0*	*0%*
Satisfactory	*0*	*0%*
Fairly Satisfactory	*2*	*5%*
Did Not Meet Expectations	*38*	*95%*

Mean = 16.63 | SD = 6.09 | Interpretation: Did Not Meet Expectations

Table 1. Pretest Level of Proficiency

The pre-test results revealed that most Grade 7 students had low proficiency in active and passive voice before the intervention. Majority of the learners (95%) did not meet expectations, indicating difficulty in identifying and constructing sentences using the target grammar structures.

Competency Area	*Mean %*	*Interpretation*	*Rank*
Subject–Object Pronoun	*62.5%*	*Did Not Meet Expectations*	*1*
Subject–Verb–Object	*55%*	*Did Not Meet Expectations*	*2*
Transitive & Intransitive Verb	*47.25%*	*Did Not Meet Expectations*	*3*
Active & Passive Voice	*37.5%*	*Did Not Meet Expectations*	*4*

Table 2. Pretest Level of Proficiency Per Competency

The results showed that students performed lowest in Active and Passive Voice, indicating that learners struggled most with sentence transformation and grammatical application. This finding justified the development of Strategic Intervention Materials (SIMs) to address these learning gaps.

Development of Strategic Intervention Materials (SIMs)
The SIMs were developed using the Backward Design framework and Communicative Language Teaching (CLT). Four SIMs were created covering:

1. *Subject–Verb–Object Structure*
2. *Subject–Object Pronouns*
3. *Transitive and Intransitive Verbs*
4. *Active and Passive Voice*

Each SIM contained guide cards, activity cards, assessment cards, enrichment cards, and reference cards to provide scaffolded and learner-centered instruction.

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Proficiency Level	*Frequency*	*Percentage*
Outstanding	*20*	*50%*
Very Satisfactory	*7*	*17.5%*
Satisfactory	*5*	*12.5%*
Fairly Satisfactory	*2*	*5%*
Did Not Meet Expectations	*6*	*15%*

Mean = 34.68 | SD = 3.39 | Interpretation: Very Satisfactory

Table 3 Post-Test Level of Proficiency

The post-test results showed a significant improvement in students' proficiency after the implementation of the SIMs. Most learners achieved Outstanding and Very Satisfactory levels, indicating improved mastery of active and passive voice.

Competency Area	*Mean %*	*Interpretation*	*Rank*
Subject–Object Pronoun	*93%*	*Outstanding*	*1*
Subject–Verb–Object	*87.5%*	*Very Satisfactory*	*2*
Active & Passive Voice	*80.5%*	*Very Satisfactory*	*3*
Transitive & Intransitive Verb	*78%*	*Fairly Satisfactory*	*4*

Table 4 Post-Test Performance by Competency

The post-test results revealed improvement across all competency areas. Subject–Object Pronoun obtained the highest performance, while Active and Passive Voice also improved significantly from the lowest pre-test score to a Very Satisfactory level.

Test	*Mean*	*SD*	*Interpretation*
Pre-Test	*16.63*	*6.09*	*Did Not Meet Expectations*
Post-Test	*34.68*	*3.39*	*Very Satisfactory*

Table 5 Summary of Pre-Test and Post-Test Results

The findings showed a remarkable increase in students' performance after the use of SIMs. The improvement in mean scores indicates that the intervention effectively enhanced learners' grammar competence and communicative use of active and passive voice.

Competency Area	*Pre-Test %*	*Post-Test %*	*Gain*
Subject–Verb–Object	*55%*	*87.5%*	*+32.5*
Subject–Object Pronoun	*62.5%*	*93%*	*+30.5*
Transitive & Intransitive Verb	*47.25%*	*78%*	*+30.75*
Active & Passive Voice	*37.5%*	*80.5%*	*+43*

Table 6 Pre-Test and Post-Test Competency Improvement

Active and Passive Voice showed the highest improvement with a 43% increase, indicating that the SIMs effectively addressed students' least-mastered competency.

Group	*Mean*	*SD*	*t-value*	*p-value*	*Interpretation*
Pre-Test	*16.63*	*6.09*	*20.79*	*.001*	*Significant*
Post-Test	*34.68*	*3.39*			

Cohen's d = 3.287

Table 7 Test of Significant Difference Between Pre-Test and Post-Test

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The results revealed a statistically significant difference between the pre-test and post-test scores. Since the p-value (.001) is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that the Strategic Intervention Materials (SIMs) significantly improved the students' proficiency in active and passive voice.

The study found that Grade 7 students initially had very low proficiency in active and passive voice, with most learners (95%) falling under "Did Not Meet Expectations" and a low mean score of 16.63. Competency-level results confirmed that all grammar areas were below mastery, with active and passive voice as the weakest skill.

After the implementation of Strategic Intervention Materials (SIMs), students' performance significantly improved. The post-test results showed a rise in the mean score to 34.68, with 50% of students reaching the "Outstanding" level and the overall proficiency classified as "Very Satisfactory." All competency areas improved, with active and passive voice showing the highest gain. Statistical analysis confirmed a significant difference between pre-test and post-test scores ($t = 20.79$, $p = .001$), with a very large effect size (Cohen's $d = 3.287$), indicating that the improvement was not due to chance.

Overall, the findings suggest that SIMs are highly effective in improving students' mastery of active and passive voice by providing structured, scaffolded, and communicative grammar instruction aligned with Backward Design and CLT principles.

Conclusion and Recommendations

It can be concluded that before the implementation of Strategic Intervention Materials (SIMs), Grade 7 students demonstrated very low proficiency in the communicative use of active and passive voice, reflecting weak foundational grammar knowledge and difficulty in application. After the intervention, there was a significant improvement in students' performance, indicating that SIMs were effective in enhancing their grammatical competence. Furthermore, the statistically significant difference between the pre-test and post-test results confirms that the improvement was not due to chance but was directly attributed to the use of SIMs.

In light of these findings, teachers are encouraged to integrate SIMs in grammar instruction, particularly in teaching active and passive voice, to address learners' difficulties and improve understanding and application of grammar concepts. Curriculum developers may consider adopting SIM-based and communicative approaches to make grammar instruction more contextualized, engaging, and aligned with learners' needs. Likewise, school administrators and stakeholders are encouraged to support the development and implementation of SIMs by providing training, resources, and professional development opportunities to strengthen teachers' capacity for effective and learner-centered grammar instruction.

Acknowledgement

The researcher would like to express her deepest gratitude and warmest appreciation to the following individuals whose support and contributions made this research possible:
With profound appreciation, the researcher extends her heartfelt thanks to Dr. Joy M. Mirasol, University President; Dr. Hazel Jean M. Abejuela, Vice President for Academic Affairs; and Dr. Ann Sheila C. del Rosario, Dean of the College of Education, for their inspiring leadership and unwavering commitment to quality education.

The researcher is forever grateful to Dr. Cecille Marie T. Improgo, her dissertation adviser, for her patience, guidance, and constant encouragement throughout this journey. Her wisdom and dedication played a vital role in shaping this study.
To the esteemed panel members: Dr. Elle Christine D. Melendez, chairperson; Dr. Grenna Marie P. Simene,Dr. Maricel R. Inovejas, and Ms. Edeline M. Ebora, for their valuable insights, constructive comments, and encouragement that greatly improved this research. The researcher also extends her sincere appreciation to Dr. Catherine D. Libertad, Research Ethics Committee member in ensuring the integrity and ethical standards of this study, and to Ms. Rachel Joan T. Toledo, secretary, for her assistance and support throughout the research process.

Special thanks are extended to Dr. Jay Fie P. Luzano for his expertise in statistical analysis, and to the validators —Dr. Salome L. Escalona, and Dr. Gem Aiah B. Bolivia- Blanco—for their time, effort, and valuable recommendations.
The researcher also expresses her sincere gratitude to Dr. Cherry Mae L. Limbaco Reyes,CESO V, schools division superintendent and her assistant ,Dr. Lanila M. Palapar for granting permission to conduct this study, and to the school head of Mabuhay Integrated School, Sir Fremie A. Gocotano, for his cooperation and support.

Moreover, the researcher offers her deepest and most heartfelt gratitude to her loving husband, Cristian Nadunza Edol, for his constant financial and emotional support, patience, and understanding throughout this journey. His sacrifices, encouragement, and constant presence have been her strength in overcoming every challenge.

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To her greatest inspirations, her beloved sons, Erald and Chris Lian, whose smiles, love, and presence gave her the motivation to persevere and complete this study—this achievement is lovingly dedicated to them.

Above all, the researcher thanks God Almighty for His guidance and strength throughout the completion of this study. His blessings made this accomplishment possible.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.

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