

Original Article

Design and Development of News Writing Module for Campus Journalists

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Abstract. This study examined campus journalists' learning needs to inform the development of an instructional news-writing module. Using the ADDIE instructional design framework, a needs analysis assessed students' writing competencies and identified priority skill gaps. Quantitative findings indicated overall fair performance but below standard proficiency in accurate quotation, lead writing, organization, coherence, and use of grammatical and lexical cohesive devices. Qualitative results corroborated these weaknesses, revealing recurring issues in structure, transitions, diction, mechanics, and adherence to journalistic ethics. Guided by Bybee's 5E instructional model, a module was designed and implemented to address these needs. Evaluation showed substantial improvement in students' performance, with mean scores increasing from pretest ($M = 45.23$, $SD = 10.05$) to posttest ($M = 90.81$, $SD = 1.41$), a statistically significant gain ($t(14) = -19.49$, $p < .001$). The results demonstrate the module's effectiveness as a structured instructional tool for developing news-writing skills. The study recommends its adoption for training campus journalists and suggests that its needs-based framework may guide the design of similar materials for journalism educators and novice writers in academic and community contexts.

Keywords: ADDIE; Campus journalism; Learning module; Needs analysis; News writing.

Effective writing instruction depends heavily on the availability of high-quality instructional materials that support both teaching and practice. Research shows that strong writing skills among middle and high school students improve significantly when instruction is structured and evidence-based, rather than improvised solely by individual teachers (Graham et al., 2025). Many secondary school teachers continue to rely on fragmented or self-developed materials, which often results in inconsistent instruction and limited skill transfer (Korthagen, 2017). In journalism education, this gap is more pronounced, as teachers are expected to address both linguistic accuracy and discipline-specific conventions without sufficient pedagogical support. Furthermore, research indicates that insufficient teacher preparedness in teaching writing, coupled with limited professional development opportunities, negatively affects students' writing performance and confidence (Wang & Troia, 2023).

This lack of adequate instructional resources for journalism education is evident across various international contexts. Several countries continue to experience shortages of structured, field-specific learning materials for journalism training, including Tanzania and Zambia (Adjin-Tettey, 2024), Africa (UNESCO, 2024; African Journalism Education Network, 2025), and Palestine (El-Ghetany, 2024). These studies consistently point to a

shared concern: the lack of systematic instructional materials that address the linguistic and professional demands of journalism writing. Similarly, research into students' needs for journalism learning materials indicates that current resources often fall short in integrating real-world journalistic practices, critical media literacy, and technological competencies required by modern journalism (Dewi et al., 2024). These studies collectively indicate a persistent gap in instructional resources that are both pedagogically sound and aligned with students' real challenges, particularly at the secondary education level.

Recent studies in Asian contexts demonstrate ongoing gaps in the availability and suitability of instructional resources for journalism education, particularly in developing students' news-writing competencies. Research on journalism education in Bangladesh revealed persistent curricular and pedagogical limitations, including outdated instructional approaches and limited learning materials that fail to bridge theoretical instruction and practical newsroom writing demands (Jamil & Bhujju, 2021). In Pakistan, recent analyses of journalism curricula also point to deficiencies in structured instructional design and limited emphasis on practical news writing skills, thus, the need for context-responsive and pedagogically grounded learning materials (Jamil, 2023). While these studies affirm the importance of developing instructional resources for journalism education, they primarily focus on tertiary-level programs and offer limited attention to secondary-level journalism training or localized learning environments, highlighting a continuing research and practice gap that this study seeks to address.

In the Philippine context, journalism educators also face challenges related to the scarcity of up-to-date, relevant instructional materials. Journalism instructional materials developed locally — such as special program modules — often face issues with accuracy, up-to-date content, and alignment with current journalistic standards, pointing to the need for more rigorously designed and validated learning resources (Yongco & Del Valle, 2022). Additionally, field-based studies of student journalists in secondary schools indicate that teachers and school paper advisers encounter persistent resource limitations, insufficient professional development, and inadequate institutional support, all of which constrain their ability to provide systematic instruction and feedback in journalistic writing (Dela Cerna & Ibojo, 2025). These findings echo broader research showing that, despite DepEd's integration of journalism programs such as the Special Program in Journalism (SPJ), gaps persist in the availability of materials and instructional support, which can affect the development of students' writing competencies and media literacy skills (Nepomuceno & Mangindra, 2025). The continued focus on developing educational resources is therefore critical, not only to respond to short-term classroom needs, but to enhance long-term journalistic competencies among Filipino student journalists.

This gap is especially evident in the Digos City Division, where journalism is not offered as an elective subject and is not formally integrated into Filipino or English curricula, despite its popularity as a co-curricular activity. Most school paper advisers rely on self-developed materials, online sources, and handouts from seasonal local and regional trainings. As a result, instructional materials for journalism training remain limited, fragmented, and often outdated. This situation places a significant burden on teachers and constrains students' opportunities to develop news writing skills systematically.

In response to these challenges, this study aimed to address the lack of structured instructional materials in journalism by developing a news writing module grounded in a needs analysis of students' language difficulties. By conducting a needs analysis, the study seeks to create a context-sensitive, research-based instructional resource. Beyond addressing immediate classroom needs, the development of this module has broader implications for curriculum design, instructional planning, and sustainable journalism education at the secondary level. Ultimately, this research aims to support both students in developing foundational news writing competencies and school paper advisers in delivering more effective and consistent journalism instruction.

Methodology

Research Design

In this study, the developmental research design for instructional technology was used. Developmental research is the systematic study of designing, developing, and evaluating instructional programs, processes, and products (Molenda, 2017). In this study, the development process was analyzed and described, and the final product, which is the module for news writing, was evaluated. Following the developmental research approach, the study was divided into five phases: analysis, design, development, implementation, and evaluation (Abuhassna et al., 2024).

In the Analysis Phase, learning needs were identified to define the module's desired outcomes. Data were

collected through discourse analysis of existing campus news articles and through rubric-based ratings to identify learners' common strengths and weaknesses in news writing. These data served as the basis for identifying learning objectives and success criteria, including improvements in grammatical and lexical cohesion and in overall news structure. During the Design Phase, instructional objectives, content scope, and teaching strategies were aligned with the identified needs. Instructional strategies such as guided writing tasks, model texts, self-check activities, and formative practice exercises were embedded in the module to scaffold learning. This was followed by the Development Phases, which refer to the process of developing content and producing the module. The module content was produced in accordance with the design specifications. After expert review, revisions were made to improve instruction clarity, align activities with objectives, and ensure appropriate language. After the learning materials were produced, the Implementation Phase involved pilot-testing the module with selected student participants. Data were gathered through pretest and posttest writing outputs, which were scored using a standardized rubric. The Evaluation Phase then followed, during which the effectiveness and efficiency of the implemented module were measured and analyzed to ensure it achieved its desired results. This phase assessed the module's effectiveness using quantitative measures, specifically the mean and standard deviation of pretest and posttest scores.

Research Locale and Corpora

The study was carried out in selected public and private schools in Digos City. The selection of news articles for the needs analysis followed clearly defined inclusion criteria. A total of 30 straight news articles published in officially recognized elementary and secondary school papers in Digos City during the current school year were purposively selected. Editorials, feature stories, and other non-news texts were excluded to ensure consistency in genre and purpose. The selected articles were from schools identified by the Education Program Supervisor as requiring further improvement in news writing, based on their performance in division press conferences. All articles were encoded, anonymized, and subjected to both quantitative and qualitative analysis. Quantitatively, rubric scores on grammatical cohesion, lexical cohesion, and news structure were summarized using mean and standard deviation to identify dominant areas of weakness. Qualitatively, rater comments and textual features were analyzed through thematic and discourse analysis to determine recurring language and structural issues. These results directly informed the module's content focus, instructional strategies, and activity design.

Research Participants

The participants in this study were 15 junior and senior high school students who were news-writing trainees for the school publication of a private secondary school in Digos City. Specifically, they participated in the module's tryout during the implementation process. The participants were selected through purposive sampling based on the following criteria: (1) active involvement in campus journalism, (2) participation in school-level news writing activities, and (3) availability during the module implementation period. The students were not randomly selected, as the study required participants who could meaningfully engage with the instructional module. In addition, two school paper advisers served as raters for the pretest and posttest writing outputs. Both advisers had extensive experience in campus journalism coaching and news writing assessment.

Research Instrument

To determine the language skills to be covered in the module, the news articles were subjected to discourse analysis, with a focus on the textual aspects of the corpora. Grammatical and lexical properties of the text are studied and analyzed according to Halliday and Hassan's theory on coherence. The analysis method includes examining news stories using a researcher-developed rubric. The rubric had three main sections: grammatical coherence, lexical coherence, and the structure of the news article. To determine the grammatical and lexical cohesion levels of the corpora, the scale presented herein was utilized (Table 1). The scale was adapted from Gellor (2019) with modifications to the description to better align with the scores to be interpreted. The use of descriptive words- Excellent, Good, Fair, and Poor- was followed as adopted from Panadero and Jonsson (2020). The raters used the analytic rubric. Two of them are seasoned journalism coaches, while the other one has more than three years of experience in essay scoring and campus journalism teaching.

After the needs were analyzed and the module was designed and developed, the instructional material was reviewed by the experts in journalism and instructional material development using the Evaluation Rating Sheet for print resources. This instrument was adapted from the Department of Education (DepEd) guidelines and processes for Learning Resources Management and Development System (LRMDS) Assessment and Evaluation. The Instrument was divided into four criteria: Content, Format, Presentation and Organization, Accuracy and Up-

to-datedness of information.

Table 1. Grammatical and Lexical Cohesion Levels of the Corpora

Scale	Numerical Value	Description	Interpretation
4	3.26-4.00	Excellent	The news articles are very coherent and exhibit grammatical and lexical cohesion throughout.
3	2.51-3.25	Good	The news articles are fairly coherent and exhibit grammatical and lexical cohesion throughout.
2	1.76-2.50	Fair	The news articles are nearly coherent. Some aspects of grammatical and lexical cohesion must be applied.
1	1.00-1.75	Poor	The news articles are not coherent and poorly written. Some aspects of grammatical and lexical cohesion are absent.

The Module validators made their scores in these four aspects. Each item in every part was rated Very Satisfactory (4), Satisfactory (3), Poor (2), and Not Satisfactory (1). If an evaluation criterion was Not Applicable (NA), the material was rated 3 on the said criterion. In terms of content, the module must score at least 21 points out of a maximum of 28 points to pass this criterion. For format, the module must score at least 54 out of 72 points to pass the criterion. In terms of presentation and organization, the module must score at least 15 out of 20 points to meet the passing rate. In total, the module must achieve a minimum score of 90 and a maximum score of 120 to pass the evaluation.

After the experts' evaluation, scores were tabulated. Weighted means were analyzed, compared, and interpreted. Also, the validators' comments and suggestions were acknowledged and incorporated into the final draft of the module. To ensure the accuracy and timeliness of the information, the raters were asked to note observations about the material and cite specific pages where conceptual, factual, grammatical, computational, obsolete, typographical, and other minor errors were found. The module must score 24 out of 24 points to pass this criterion. If not, all issues must be documented and addressed by the module developer. Furthermore, the evaluators were required to give additional comments and final recommendations about the module. All issues were documented in the comments section.

Another instrument used was the DepEd score sheet for news writing to assess the written outputs produced during the module's implementation. There were two sets of written outputs: pre-writing and post-writing. The assessment was done to determine if there was improvement in the initial level of news writing proficiency after using the module. The news articles are evaluated on Technical quality (40%), Content (50%), and Ethics (10%). A scale was used to interpret the scores of the pre-writing and post-writing outputs. To determine the level of news writing proficiency, the weighted averages (Table 2) were interpreted using the scale adopted from Eborá (2016).

Table 2. Level of News Writing Proficiency

Numerical Value	Descriptive Equivalent	Interpretation
90 and above	Outstanding	The news articles are advanced in terms of coherence and the application of news writing principles.
85.00-89.99	Very Satisfactory	The news articles are proficient in terms of coherence and the application of news writing principles.
80.00-84.99	Satisfactory	The news articles are approaching proficiency in terms of coherence and the application of news writing principles.
75.00-79.99	Fair	The news articles are developing in terms of coherence and the application of news writing principles.
74.99 and below	Poor	The news articles are still beginning to apply coherence and news writing principles.

Data Gathering Procedure

The researcher secured a letter of permission from the Division Superintendent to conduct the study. Afterwards, the researcher approached the respective School Principals of the purposively selected elementary and secondary schools and requested copies of their school papers. News articles were encoded and printed out. The data-gathering procedure was divided into the following phases, as discussed below.

Analysis Phase

The ADDIE Model began with the analysis phase, which involved assessing needs and clarifying problems. Moreover, the information gathered at this phase established the reasons for developing the learning module. After collecting the corpora, they were subjected to discourse analysis. Three raters evaluated the research corpora for grammatical and lexical cohesive devices and news structure using a researcher-made analytic rubric. The

grammatical and lexical cohesive devices interpreted as 'Fair' and 'Poor', and the major themes that stood out in the thematic analysis were listed as language needs. These aspects of news writing are the essential competencies that must be demonstrated in the module. The specific competencies to be captured in the instructional module were determined during the Design Phase.

Design Phase

The themes generated from the thematic analysis were not only used to identify common weaknesses in news writing but were also directly translated into instructional design decisions for the module. Recurring themes informed the selection of lesson topics, model texts, and guided writing activities included in the module. For instance, themes related to grammatical and lexical cohesion led to the inclusion of explicit lessons and practice tasks on cohesive devices. At the same time, the analysis-identified structural issues guided the development of step-by-step writing exercises and annotated sample news articles. In this way, insights derived from thematic analysis served as the empirical basis for shaping the language requirements, instructional focus, and learning activities of the teaching materials. Based on the identified quantitative and qualitative results of the needs analysis, the instructional design framework for the module was developed. The module was arranged using the Engage, Explore, Explain, Elaborate, and Evaluate (5Es) Model.

Development Phase

Module development and production came next. The detailed outline prepared during the analysis and design phases was implemented during the module's actual writing. After the module was developed, it was reviewed by experts in journalism and instructional material development using the Evaluation Rating Sheet for print resources, adopted from DepEd guidelines and processes for LRMDs Assessment and Evaluation. The first draft of the module was printed and presented to three experts in instructional material development, a journalism adviser, and an education program supervisor. The expert review process helped develop and refine the module before implementation. All necessary corrections were made to implement the module for the target users.

Implementation Phase

After the learning materials were produced and evaluated, the module was rolled out and delivered to learners. The researcher requested permission to conduct the pilot module. After obtaining permission from the journalism coordinator of the Digos City Division, the participants were oriented on how the implementation would be conducted. To determine the initial level of proficiency, a Pretest in the form of a news-writing activity was administered to the participants. The Module was then implemented for students' individual, self-paced learning.

Evaluation Phase

The effectiveness of the implemented material was measured and analyzed to ensure it achieved its desired results. After the allotted time, a post-test was administered to the students to measure the proficiency gained from using the module. The post-test was a writing activity. The students were asked to write a news article. The pre- and post-writing outputs were evaluated by two school paper advisers using the DepEd News Writing Score Sheet. The scores were analyzed to determine whether there was a significant difference in students' news-writing skills before and after using the news-writing module. To enhance the reliability of the qualitative assessments, the raters underwent an orientation and calibration process prior to scoring. This process ensured consistency in evaluating the pretest and posttest writing outputs.

Data Analysis

The survey data were analyzed using both descriptive and thematic analyses. Descriptive statistics, such as mean and standard deviation, were used to analyze the grammatical and lexical cohesion levels of the corpora, the validity of the rubrics as a research instrument, ratings by experts during the module evaluation, and, lastly, news writing proficiency in pre- and post-writing during the module implementation. In addition, a paired-samples t-test was used to determine whether there was a significant difference between participants' pretest and posttest news-writing proficiency scores. This study also used Thematic Analysis (TA) following Braun and Clarke's (2006) six-phase framework to interpret the raters' comments on the article. This allowed the researcher to see and make sense of the collective or shared meanings of the raters' comments on the research corpora (Nowell et al., 2017). The patterns of meaning derived from TA strengthened the language needs that will be included in the module.

Ethical Considerations

Participation in the study was voluntary, and all collected data were anonymous and confidential. The corpora

were also identified with the consent of the Education Program Supervisor and Journalism Coordinator from the Digos City Division office. The data was not used for any purpose other than to meet the objectives of this study. The Confidentiality Agreement and the Guidelines for the conduct of research from the Office of the Schools Division of Digos City supported the EPS's consent. These consents had been sought and adhered to for all the phases of the ADDIE. Initially, approval and the accompanying documents were sought and granted for the first phase of ADDIE, Analysis. Once this phase was completed, another approval was sought and granted from the participating school's principal to conduct the Implementation phase for the desired users of the module. The study was "approved" by the Division office and the participating schools.

In addition, the research participants were provided with copies of the signed Confidentiality Agreement. No respondent was forced to take part in the study. They were also informed that they were free to withdraw from the module implementation at any time they felt necessary. The students were briefed on the scope and nature of the module implementation before they were asked to submit pre- and post-writing outputs in the form of news articles. No name or other information that could identify the student was included in any of the article outputs to ensure confidentiality and objectivity when the school paper advisers rated them. Overall, the information obtained in the course of this research project, such as test scores, ratings, and names of schools, teachers, and, most especially, students, was kept confidential.

Results and Discussion

Grammatical and Lexical Needs of the Students

This study sought to develop instructional materials for news writing using the ADDIE instructional design model. Table 3 shows the results of the corpora evaluation per criteria. As presented, news articles scored the highest in the use of referencing ($M=2.18, SD= 0.26$) and a descriptive equivalent of 'Fair'. Despite being the highest among the criteria, this result indicates that the corpora demonstrated below-average proficiency in the appropriate use of pronouns and determiners to establish clear connections between the lead and background information. This weakness is evident in inaccurate, insufficient, or missing references, which consequently weaken the logical organization of the news stories.

In contrast, the lowest mean score was observed for careful reporting of quotes ($M = 1.72, SD = 0.10$), indicating Poor. This finding suggests that the corpora showed limited proficiency in integrating direct and indirect quotations that effectively support the lead and background information. This is evident in the prevalence of short, ineffective, or poorly contextualized quotations, which weaken narrative coherence and reduce the credibility of the news articles.

Table 3. *Grammatical and Lexical Cohesive Devices of the Corpora*

Criteria	M	SD	Interpretation
Reference	2.18	0.26	Fair
Vocabulary	2.13	0.20	Fair
Substitution	2.02	0.11	Fair
Ellipsis	1.96	0.07	Fair
Effective and Appropriate Lead	1.84	0.25	Fair
Effective Organization and Flow	1.83	0.14	Fair
Conjunctions	1.83	0.26	Fair
Careful Reporting of Quotes	1.72	0.10	Poor
Overall	1.94	0.09	Fair

Looking into Table 3, it can also be observed that the other standards for effective news writing, namely, effective and appropriate lead, effective organization and flow, substitution, ellipsis, conjunctions, and vocabulary, are interpreted as 'Fair'. Overall, the evaluation of the corpora also showed a Fair quality ($M=1.94, SD=0.09$). These results suggest that the news articles require substantial editing and revision to achieve grammatical accuracy, lexical appropriateness, and structural coherence. These results imply that student writers struggle to adhere to standard news structures, leading to fragmented narratives and unclear organization. Devices that enhance reader engagement, such as effective leads and clear news angles, were also found to be insufficiently developed.

Furthermore, the findings reveal limited use of transitions to establish cohesion between paragraphs, as well as challenges in sentence construction and word choice that hinder readability and comprehension. Collectively, these issues reflect weak language control and limited mastery of journalistic conventions, thereby affecting the overall quality of the news articles. These findings are supported by recent research indicating that student news

writers commonly struggle with grammatical accuracy, sentence construction, and verb tense consistency, which negatively affect clarity and coherence in news articles (Chávez & Anuddin, 2024; Purnamasari, 2023). To address these challenges, students must develop strategies that emphasize concise, straightforward sentence construction rather than lengthy or overly complex sentence structures, which are known to reduce readability in journalistic writing. Moreover, effective news writing requires adherence to established journalistic conventions, particularly the inverted pyramid structure, which prioritizes the most newsworthy information at the beginning of the article (Harcup, 2020; Mencher & Shilton, 2021). Within this framework, students must first acquire the skill of identifying the most significant and relevant details from a set of facts, as the selection of an effective lead directly influences the organization and sequencing of supporting information throughout the news story (Tandoc & Ferrucci, 2021).

Qualitative Feedback on Writing Quality

Following the rubric-based evaluation, the raters were asked to provide qualitative comments on the overall quality of each news article. These comments were analyzed to strengthen the justification for developing the instructional module and to provide a deeper understanding of the specific weaknesses evident in school-based news writing. Based on these data, five major themes emerged. These themes are: enhance organization and flow of the news story, use direct quotes as part of the supporting details, add transition signals, improve word choice and writing mechanics, and observe ethical standards for journalism.

Enhance the Organization and Flow of the News Story

The majority of the raters' comments pointed to deficiencies in the organization of details, which disrupted the overall flow of the news stories. These observations primarily focused on weaknesses in lead construction and body development. Leads were frequently described as unclear, wordy, ambiguous, or poorly angled, indicating difficulty in identifying and foregrounding the most newsworthy information. In addition, the organization of supporting details often failed to reinforce the lead, resulting in disjointed narratives that lacked unity and coherence.

The challenges experienced by these writers should be highlighted. Do not just report what happened, tell why it happened. [A6_R2]

The content should be more on the background of the activity, not what happened in the event. [A24_R3]

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The rest of the content has deviated from what the lead is all about. [A15_R1] [A22_R1]

Some of the basic details (the why and the how) are missing. [A20_R3] [A26_R3] [A25_R3] [A28_R3] [A24_R3]

Use Direct Quotes as Part of the Supporting Details

Another prominent theme that emerged from the qualitative analysis was the ineffective use of quotations. The raters observed that many articles either lacked quotations entirely or included quotations that were inappropriate, minimal, or poorly integrated into the narrative. In some cases, quotations required translation into English, while in others, their relevance to the news angle was unclear. These suggest a limited understanding of the role of quotations in enhancing credibility, depth, and balance in news reporting.

The article must include interviews or quotations. [A26_R2] [A13_R2] [A29_R2] [A1_R3] [A14_R3] [A15_R3]

Quotation is observed but lacks appropriateness and is very limited. [A17_R1] [A24_R3] [A10_R3] [A1_R3] [A1_R3] [A6_R3] [A2_R3]

Integrate Words and Phrases for Transition

The raters also emphasized the limited and inappropriate use of transition words and phrases in the news articles.

Transitions between sentences and paragraphs were frequently absent, resulting in abrupt shifts in ideas and reduced coherence. The comments consistently recommended incorporating appropriate transition signals to improve logical flow and textual cohesion, which are essential characteristics of effective news writing.

Add transitions after words and statements to achieve coherence. [A8_R2] [A26_R2] [A17_R2] [A25_R2]] [A20_R2] [A21_R3] [A27_R2]

Observe correct usage of transitions. [A16_R3] [A25_R3] [A17_R3]

Improve Word Choice and Writing Mechanics

In terms of language use, the raters highlighted deficiencies in vocabulary range, grammatical accuracy, and mechanics. Poor word choice often led to ambiguity or misinterpretation, while errors in punctuation and referencing further weakened clarity. These findings indicate the need for targeted instruction in concise language, grammatical accuracy, and the editorial conventions commonly observed in professional news writing. To revise the news articles, the raters suggested,

Use concise words, phrases, or sentences. [A8_R2] [A9_R2] [A5_R1]

Check and revise referencing. [A9_R1] [A18_R2]

Observe proper placement of punctuation marks. [A1_R3] [A3_R1] [A6_R1] [A10_R1] [A28_R3] [A29_R1]

Observe Ethical Standards for Journalism

The final theme pertained to ethical considerations in news writing. Several articles were found to contain opinionated language, first-person narration, and essay-like structures, which deviate from journalistic standards of objectivity and neutrality. These observations suggest limited awareness of ethical principles in journalism, particularly regarding objectivity, attribution, and appropriate point of view. In terms of news objectivity, the raters commented,

Opinionated words and phrases should be omitted. [A20_R3] [A25_R2] [A22_R2] [A11_R2] [A3_R3] [A18_R3]

Personal opinion in a news article should be omitted unless supported with facts. [A23_R3] [A11_R3] [A21_R3]

The articles appeared more like an essay than a news story and were written in first-person POV [point of view]. [A17_R3] [A18_R1] [A19_R1] [A21_R3] [A5_R2]

Collectively, these findings reveal a lack of mastery of fundamental news-writing skills among the student writers, which may explain their low performance in district and division press conferences and their limited progression to higher-level competitions. All these findings are valuable information for materials design in campus journalism, especially in news writing. The above-mentioned results also establish the need to design and develop instructional materials to help train student writers and school paper advisers in writing news stories, which are considered basic to journalistic practice. These indicate that developing a learning module on news writing is recommended to help students acquire the necessary principles and apply them in writing news articles.

Evaluation Results

Before the module was implemented, experts in journalism and instructional materials development assessed it on content, format, presentation and organization, accuracy, and the up-to-dateness of the information. Minor grammatical and typographical issues identified during validation were promptly addressed and integrated into the final version prior to implementation. Results gathered from the module evaluation using the LRMSD rubric showed that the module was recommended for implementation (Table 4). In terms of content, the material was suitable for the user's level of development, contributed to achieving the specific objectives for which it was intended, developed higher cognitive skills, was free of biases, and enhanced desirable values and traits. In terms of format, the module components are packaged for easy handling. This includes high-quality printing, simple and appealing illustrations, and design and layout. Moreover, in terms of presentation and organization, results indicated that the module presentation is engaging, interesting, and understandable. Overall, the module is commendable and can be implemented.

Table 4. Module Evaluation Using the LRMDs Rubric

Criteria	M	Interpretation
Content	27	Passed
Format	70	Passed
Presentation and Organization	20	Passed
Total	117	Passed

Lastly, the module was also evaluated based on accuracy and the up-to-dateness of the information. This was important to ensure that the module is free from inaccurate information, illustrations, and concepts. The results (Table 5) indicate that there were no conceptual, factual, or computational errors, nor any obsolete information, in the module. Corrections and recommendations on the material were documented in the comments section. Grammatical, typographical, and other errors were only minor and were immediately fixed. The corrected content was immediately integrated into the final copy of the module before it was implemented.

Table 5. Accuracy and Up-to-Date Information Criteria

Criteria	Mean	Interpretation
Conceptual Errors	4.00	Not Present
Factual Errors	4.00	Not Present
Grammatical Errors	3.33	Minor and Must Be Fixed
Computational Errors	4.00	Not Present
Obsolete Information	4.00	Not Present
Typographical and Other Minor Errors	3.33	Minor and Must Be Fixed

Proficiency Level of the Students in News Writing

A pretest-posttest writing activity was administered to determine whether participants' initial level of news writing proficiency improved after using the developed module. Table 6 presents the results of the pretest and posttest writing activities. The findings indicated that the students had a low pretest mean ($M = 45.23$, $SD = 10.05$), suggesting a low level of proficiency in news writing before the intervention. Performance improved noticeably after the module, as evidenced by the higher posttest mean ($M = 90.81$, $SD = 1.41$).

Table 6. Level of News Writing Proficiency of the Participants

	M	SD	Interpretation
Pretest	45.23	10.05	Poor
Posttest	90.81	1.41	Outstanding

To determine the effectiveness of the developed news writing module, a paired-samples t-test was conducted using the pretest and posttest scores of 15 campus journalists who participated in the study. The results showed that the difference between the pretest and posttest scores was significant ($t(14) = -19.49$, $p < .001$). The average decrease of -45.58 points, with a 95% confidence interval ranging from -50.59 to -40.56 , also demonstrates that the improvement was not due to chance. The results revealed that the designed news writing module was highly effective in improving the news writing performance of campus journalists. The significant scores indicate that the module offered organized instruction and learning tasks that addressed the participants' clarified initial challenges in news writing and positively enhanced their journalistic competency.

Table 7. Paired-Samples t Test Results for Pretest and Posttest Scores

Measure	$t(df)$	p	95% CI for Mean Difference
Pretest	-19.49(14)	<.001	[-50.59, -40.56]
Posttest			

The substantial increase in posttest scores suggests that the instructional module was effective in enhancing students' news writing skills. This finding is consistent with recent studies indicating that structured and skills-focused journalism instruction significantly improves students' writing performance. For example, Chávez and Anuddin (2024) reported that journalism-based instructional interventions positively influenced students' grammatical awareness, writing confidence, and overall writing competence. Similarly, Purnamasari (2023) found that instructional modules integrating guided practice and authentic writing tasks enabled learners to develop practical journalistic skills applicable to real-world contexts.

Recent research in writing pedagogy further emphasizes that mastery of writing skills is more effectively achieved when learners are first grounded in fundamental principles before engaging in extensive writing practice. Wahdan (2020) and Aryanika et al. (2022) demonstrated that students exposed to structured instructional models, such as the 5E framework, achieved significantly higher levels of writing achievement and motivation than those taught using traditional, teacher-centered approaches. The design of the present module aligns with these findings, as it allowed students to acquire foundational knowledge in news writing and apply this knowledge through guided and independent writing activities.

Moreover, contemporary studies underscore the importance of sustained practice and feedback in developing journalistic writing competence. Leung (2021) highlighted that repeated exposure to authentic writing tasks enhances learners' familiarity with news vocabulary, style, and conventions, while Mensing and Ryfe (2022) emphasized that continuous training is essential for developing proficiency in gathering, writing, and reporting news stories. These pedagogical principles were embedded in the developed module, thereby supporting the significant improvement observed in the participants' posttest performance.

From a practical perspective, the findings indicate that the developed module not only enhanced students' news writing proficiency but also met the standards for content, format, presentation and organization, and accuracy set by the Learning Resources Management and Development System (LRMDS). Consequently, the module may serve as a viable instructional resource for school paper advisers and journalism coaches in systematically training students in the principles and practice of news writing.

Conclusion

Findings revealed that the students' language needs—particularly limited vocabulary, poor grammatical control, and weak application of news structure—significantly hindered cohesion and organization in their news articles. These results indicate that deficiencies in fundamental language skills directly affect students' ability to produce coherent and well-structured news writing. The use of Bybee's 5E instructional model in the module's design effectively addressed these issues by providing structured, scaffolded learning experiences that enhanced students' motivation, writing competence, and overall language performance. The expert evaluation further confirmed that the developed module contains accurate and appropriate content and is suitable for classroom implementation. The improvement in students' posttest news-writing proficiency demonstrates the module's effectiveness in addressing the identified language and structural weaknesses.

In light of these findings, curriculum designers, particularly those handling journalism-related subjects, are encouraged to integrate news writing principles into English and Filipino curricula. Such integration may include explicit instruction on grammar, vocabulary development, and news structure through genre-based writing tasks and authentic journalistic activities. By embedding these competencies across subjects, students may develop stronger language foundations that support journalistic writing. School administrators may further address the identified issues by providing supplementary programs focused on the technical aspects of news writing, such as grammar workshops, vocabulary enrichment activities, and structured writing drills. Collaboration among schools experiencing similar challenges may also be strengthened through concrete initiatives such as inter-school journalism training programs, collaborative writing workshops, and campus journalism competitions or tournaments. These cooperative efforts can provide student journalists with broader exposure, guided practice, and peer learning opportunities.

Finally, future research may be conducted in other schools within Davao del Sur and nearby provinces to examine whether similar language needs exist among student journalists. Conducting needs analyses in these contexts may help guide the development of localized instructional materials and programs that address the specific challenges faced by campus journalists.

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