



Development and Validation of Alternative Instructional Resource (Air) In Reading Comprehension for Grade 5 Learners in Tagudin District

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DOI: <https://doi.org/10.55248/gengpi.4.923.92442>

ABSTRACT

This study dealt with the development and validation of Alternative Instructional Resource in Reading Comprehension for Grade 5 Learners of Tagudin District for the school year 2020-2021. Each lesson in the Alternative Instructional Resource has three parts: Skill Guide, which defines and explains the skill in focus. Something to Do, varied activities that focus on the skill, and finally, Something More to Do provides enrichment activities that help pupils to become more engaged and retain more information. The respondents of the study were the two hundred forty-nine (249) Grade 5 learners of Tagudin District. Total enumeration was considered. The experts who evaluated its acceptability were the 5 master teachers of Tagudin District. This study utilized the descriptive research design. The findings of the study were the following: The reading performance of Grade 5 learners is satisfactory. There are six (6) weaknesses along with inferring the theme of a literary text, summarizing narratives, analyzing a 2-stanza poem in terms of its element, analyzing figures of speech, identifying text types according to purpose, and making generalizations. Alternative Instructional Resource are wanting based on the data gathered. The developed Alternative Instructional Resource has been established as very highly valid in its content and very highly acceptable for use in the field. Based on the findings of the study, the following conclusions were drawn: Apparently, the level of performance of Grade 5 learners in reading comprehension manifested good performance; strengths identified can be maintained and weaknesses can be improved; The Alternative Instructional Resource may help to develop the performance of the Grade 5 learners; the acceptable developed Alternative Instructional Resource is timely, relevant and a felt need of Grade 5 learners. In light of the conclusions, the following recommendations are hereby offered: The teacher shall continue effective literacy instruction to continuously hone the basic reading comprehension skills of Grade 5 learners; the prepared Alternative Instructional Resource is strongly recommended for use in teaching Grade 5 learners in the new normal of education; more instructional materials should be developed not just for Grade 5 learners but in all grade levels. It should be subjected to a more in-depth validation and tried out for Grade 5 learners; more research studies should be conducted along the preparation of Alternative Instructional Resources for Grade 5 learners; Alternative Instructional Resource should be used not only in Tagudin District but also in the entire Schools Division of Ilocos Sur.

Keywords: reading comprehension skills, Alternative Instructional Resource, level of acceptability

Introduction

One of the most important English skills to master is reading. Students need to be able to read in order to learn new information and acquire new knowledge. Reading is the most important skill in the educational environment because it can be used to assess students' general language ability. Reading comprehension is one of the aspects of language skills that students must acquire. Students must have a high level of knowledge in order to interpret and absorb information from reading materials. Every lesson is inextricably linked to the act of reading, hence reading comprehension is necessary for every topic.

Comprehension refers to the ability to understand written words. It is different from the ability to recognize words. Recognizing words on a page but not knowing what they mean does not fulfill the purpose or goal of reading, which is comprehension. Imagine, for example, that a teacher gives a child a passage to read. The child can read the entire passage, but he or she knows nothing when asked to explain what was read.

Comprehension is a "creative, multifaceted process" dependent upon four: [phonology](#), [syntax](#), [semantics](#), and [pragmatics](#). It requires the reader to be an active constructor of meaning. Reading research has demonstrated that readers do not simply "perceive" the meaning that is in a text. In fact, expert readers co-construct meaning with a text. Teachers are equally active partners with the text in the meaning-making process of comprehension. Reading with comprehension is a basic tool that must be acquired by every individual. It is the key to the advancement of the other subject areas. It is an activity of utmost importance for it is needed in the interaction of people in a civilized society. Success in reading depends on a lot in the understanding of printed matter which will make people appreciate and grow in wisdom and culture. The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high-stakes exams and to make themselves employable. In the public elementary schools, results of achievement tests given to the learners prove that many

pupils got low because they could not comprehend what they read. They could not understand the directions written in English. One notable cause cited is the inadequacy of instructional materials for the teachers and students to use in the development of English reading comprehension skills.

There is a serious problem with the lack of sufficient activities that would jibe with the Philippine Elementary Learning Competencies (PELC). Due to the absence of textbooks which are strictly based on the PELC, most of the teachers encountered difficulties in teaching reading comprehension skills, hence, posing problems on their part. Teachers have a pivotal role in helping children to develop and maintain a positive attitude towards learning and literacy. Motivated readers read more, use more complex cognitive strategies, and thus become better readers. To motivate children to read, classroom teachers: a. demonstrate a passion for reading; a. act as model readers for their students; c. know how children perceive the value of reading, and aim to enhance the perceived value by linking reading with the children's own interests and goals; d. know how children perceive their own ability as readers and support them in developing a positive self-image by having them work with texts that are at their current reading level and by providing them with enough time to complete their reading tasks; e. encourage children to apply learned reading strategies when they are not sure about the text (e.g., rereading, reading ahead, using pictures, looking at the initial consonant, and asking, ("Does it make sense?")); f. make learning meaningful, taking into account the age, interests, and needs of children; g. provide a rich and varied literacy environment that includes interesting reading material, displays, and engaging multimedia resources (e.g., audio, video, and overheads), and that reflects the cultural diversity of the school and community; h. provide opportunities for children to choose their own reading material and develop a sense of control over the reading process; i. provide opportunities for discussion, teamwork, and other social interactions that make reading interesting and fun.

The challenge now is in the hands of the reading teachers in improving learners' comprehensions skills. However, the many responsibilities of teachers in school hinder them from carrying out effectively their mission as knowledge mover and skills developer. With a well-planned and complete set of activities for learners, educators will be lightened of any other burden as to thinking activities for students left behind while carrying out other functions, especially during seminars, meetings, and reviews for English quizzes. The researcher, being a Grade V English teacher, noted the difficulty of learning. Most teachers expressed dissatisfaction with the lack of localized and simplified educational resources. Those that are simple enough for parents and guardians to comprehend. These resources are especially important during this time of pandemics, when parents and guardians, whether educated or not, serve as teachers to their children and wards. The researcher further observed that even though there are remedial reading interventions given by English reading teachers and advisers, the reading competence of the learners is still far from mastery.

This study was anchored on several theories, Theories of cognitive development by Piaget underscore the importance of learning environments that facilitate the students' progress in reading advanced stages of intellectual growth of which critical thinking skills are an integral component. In theory, cognitive development requires movement through increasingly complex layers of differentiation in the ways that individuals think, value, and behave. Piaget's Cognitive Development proposed that the education curriculum should be child-centered, developmentally appropriate, and interactive with learning materials and assessed through direct observation and emphasis on cognition. In addition, the field theories give more emphasis on cognition and insights. It implies that the teacher has to select and provide appropriate learning experiences whereby the learners can discover relationships between elements in various situations and understand them as a whole in an organized and unified pattern. This can be done through the use of varied and interesting activities like Alternative Instructional Resource to bring about logical thinking and reading comprehension.

Statement of the Problem

The major aim of this study was to develop and validate an Alternative Instructional Resource (AIR) in reading comprehension for Grade 5 learners of Tagudin District, Schools Division of Ilocos Sur for school year 2020-2021. Specifically, this study sought answers to the following questions. 1) What is the mastery level of reading comprehension skills for Grade 5 based on the following. a) inferring the theme of a literary text; b) summarizing narratives; c) analyzing figures of speech, d) identifying the main idea; d) noting details; e) identifying text – types according to purpose; f) making generalizations; and making an outline; and making an outline. 2) What are the strengths and weaknesses of Grade 5 learners in reading comprehension skills? 3) What resource material may be developed to improve the reading comprehension of Grade 5 learners? What is the level of acceptability of the developed alternative instructional resources for Grade 5 learners?

Scope and Limitation of the Study

This study focused on the development and validation of an Alternative Instructional Resource (AIR) for the improvement of comprehension skills of Grade 5 learners in Tagudin District, Schools Division of Ilocos Sur. The respondents were the 249 Grade 5 learners and the 5 master teachers of Tagudin District who evaluated the Alternative Instructional Resource.

Research Design

This study utilized the descriptive research design to obtain the data needed in the study. The purpose is to find the new truth. The truth may have different forms such as an increased quantity of knowledge, a new generalization or a new "law", the discovery of a new causal relationship, a more accurate formulation of the problem to be solved, and many others. This study is descriptive because it described the level of mastery in reading comprehension for Grade 5 learners. On the other hand, developmental research is a process that is used to prepare and develop educational outputs so that these can be utilized over a vast area. This is essentially a process designed to develop instructional materials like learning material. Furthermore, this is a developmental study in the sense that it is a disciplined inquiry conducted in the context of the development of a product or program for the purpose of

improving the thing being developed. In this study, research-based development (R and D) was a focus in the organization, construction, and validation of the Alternative Learning Resource in English for Grade 5 learners.

This study was conducted in Tagudin District, Schools Division of Ilocos Sur during the School Year 2020-2021. The researcher was able to administer the teacher-made test to the learners through means allowed by IATF protocols. The respondents of the study were the two hundred forty-nine (249) Grade 5 learners of Tagudin District. Total enumeration of the learners was considered to gauge the level of reading comprehension skills of the respondents.

Results and Discussion

Level of Reading Comprehension Skills of Grade 5 Learners

The level of reading comprehension skills of the Grade 5 pupils along with analyzing a 2-stanza poem in terms of its elements, making generalizations, and analyzing figures of speech were fairly satisfactory as indicated by the mean score 1.88, 3.18, and 3.23 respectively. Along summarizing narrative, inferring the theme of literary text, and identifying text-types according to purpose, the learner's performance were satisfactory as supported by the mean scores of 2.80, 4.02, and 4.31 described as satisfactory. The learner's performance along making an outline, identifying the main idea, and noting details were very satisfactory as supported by the mean score 3.16, 6.14, and 6.25 respectively. It can be inferred then that the Grade 5 learners are performing best along the following indicators making an outline, identifying the main idea, and noting details. Whereas on the following indicators along summarizing narratives, inferring the theme of a literary text, identifying text-types according to purpose, they need to perform more while they need to exert the most effort on the following indicators: analyzing a 2-stanza poem in terms of its element, making generalizations, and analyzing figures of speech. This means that there are few skills needed to be maintained/enhanced and more skills to be developed. When learners at the basic level of education are proficient in reading, it makes learning an enjoyable activity, which fosters the drive to acquire more knowledge and leads to the production of a holistically developed human resource. (Nyarko et al, 2018).

Strengths and Weaknesses on the Level of Reading Comprehension Skills

The strengths and weaknesses on the level of reading comprehension skills along with analyzing a 2-stanza poem in terms of its elements, summarizing narrative, making generalizations, analyzing figures of speech, inferring the theme of literary text, and identifying text-types according to purpose was indicated as a weakness supported by the meanscore of 1.88, 2.80, 3.18, 3.23, 4.02, and 4.31 respectively while the following indicators along making an outline, identifying the main idea, and noting details were considered a strength as backed by the mean of 3.16, 6.14, and 6.25. This means that learners need more remedial activities to strengthen their reading comprehension and develop proficiency. Furthermore, Ballesteros (2018) in her study revealed that Grade 5 learners have a low level of competence in getting the main idea, sequencing events, making predictions drawing conclusions, and determining facts or opinions as evidenced by the mean values of 4.53, 4.17, 4.80, 3.98, and 4.92 respectively. This means that they were below average in their reading comprehension along these areas.

Level of Acceptability of the Alternative Instructional Resource

The Alternative Instructional Resource for Grade 5 Learners is very highly acceptable as supported by the grand mean of 4.63. This implies that the Alternative Instructional Resource meets all the criteria. As gleaned from the table along content three indicators were very highly acceptable as the following content is up to date with a mean value of 4.80, accurate with a mean value of 4.80 and relevant to the learners with a mean value of 4.80. Content with an overall mean value of 4.64 and has a descriptive rating of very highly acceptable. While the following indicators on organization and selection of topics with a mean value of 4.60, the approach is suitable to the wide range of learners with a mean value of 4.60, the organization is presented at a variety of cognitive levels as the highest mean value of 4.80. Meanwhile, the sub-mean rating along organization was 4.56 and has a descriptive value of very highly acceptable. Along mechanics it has an overall mean of 4.57 which is interpreted as very highly acceptable with the following topics: writing style of the text is appealing to the learners with a mean value of 4.60, questions are well constructed and useful for review with a mean value of 4.60, text provides positive and motivating models for both sexes as well as for other racial, ethnic and socio-economic groups with a mean value of 4.60, activities are suited to the learners' interests with a mean value of 4.40 while on topics,

titles and subheadings are concrete, meaningful, and interesting has the highest mean value of 4.80.

Lastly, the indicator "reading level of the text is fitting to the grade level of the learners got the mean value of 4.80, text vocabulary is suitable with a mean value of 4.80, text introduces abstract concepts by accompanying them with numerous concrete examples with a mean value of 4.80, text avoids irrelevant details gained a mean value of 4.60 which is classified as very highly acceptable. Appropriateness gained a sub-mean value of 4.63 which has a descriptive value of very highly acceptable, this further implies that the proposed activities are interesting and stimulate the minds of the Grade 5 pupils.

Moreover, the Alternative Instructional Resource (AIR) in reading comprehension for Grade 5 learners is suited and accepted to be used in Tagudin District. Thus, this will further strength the English performance.

The foregoing findings concur with the requisites of establishing the validity of learning material as stated by Ornstein (1990) that in the evaluation of a learning material, subject matter specialists have to consider the content of the materials. These findings concur with that of Leal (2019) who revealed that the material was timely and very much needed to help address the declining performance of learners in English 5 since its objectives and content conform to the DepEd guidelines, excellent in terms of content, activities and instructional characteristics.

Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn: 1. Apparently, the level of performance of Grade 5 learners in Reading Comprehension manifested good performance. 2. Strengths identified can be maintained and weaknesses can be improved. 3. The Alternative Learning Resource can help to develop the performance of the Grade 5 learners. 4. The valid and acceptable developed Alternative Instructional Resource is timely, relevant and a felt need of Grade 5 learners. In the light of the conclusions, the following recommendations are hereby offered: 1. The teacher shall continue effective literacy instruction to continuously hone the basic reading comprehension skills of Grade 5 learners. 2. The prepared Alternative Learning Resource is strongly recommended for use in teaching Grade 5 learners in this time of pandemic and during the new normal of education. 3. More instructional materials should be developed not just for Grade 5 learners but in all grade levels. It should be subjected to a more in-depth validation and tried out to Grade 5 learners. 4. More research studies should be conducted along preparation of Alternative Instructional Resource for Grade 5 learners. 5. Alternative Instructional Resource should be used not only in Tagudin District but also in the entire Schools Division of Ilocos Sur.

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