

Localized Learning Materials (Big Books) for Beginning Readers of Tagudin, Ilocos Sur

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Abstract

This study tested the effectiveness of the localized learning materials (big books) in teaching the Day Care learners. Furthermore, it determined the level of reading performance of the learner-respondents based on their summative evaluations during the three months of teaching them. It also ascertained the level of reading performance of the learners based on their posttest and tested the effectiveness of Localized Learning Materials (LLM) in improving the reading skills of the learners. Thus, it aimed to establish the level of validity of the localized learning materials based on the evaluation of five DepEd experts. Data gathered were quantitatively described by using frequency, percentage, and mean. Findings revealed that the young learners can perform better because they are motivated to learn when artistically prepared localized materials (big books) are used in the teaching-learning process. They can improve much in their reading performance when the teaching process is aided by big books. The use of localized Learning Materials (big books) is very effective in teaching the beginning readers. On the validity of the materials, it is concluded that they are very much acceptable, appropriate, and functional in teaching the beginning readers. Accordingly, it recommends that the study be replicated in a wider scope and consider including more variables. Likewise, the big books may be reproduced by the CTE (College of Teacher Education), avail for a copyright before it will be distributed to the adopted schools.

Keywords: Beginning readers, Big Books, Level of Validity, Localized Learning Materials

Introduction

Reading is one of the most important skills a student must develop in the early stages of formal education. It allows man to contemplate the mysteries of the world, investigate accumulated knowledge, and ponder the unknown. It is a fundamental means of acquiring information in society and academia, and it remains the most convenient way to access the vast storehouse of knowledge accumulated and preserved by mankind in printed matter. According to the CRUZ ECARP Program study, each student should provide written or verbal proof of having read at least two books per year.

The ability to read enables one to gain knowledge of the diverse and abundant information accumulated over time. It enables a person to meet both his personal and functional needs and effectively participate in modern society. It is a fundamental skill required for success in other academic disciplines and leads to a lifelong pursuit of knowledge, critical thinking, and enjoyment. The acquisition of reading skills is a fundamental objective of education. According to Ahmed et.al (2016) fluent readers not only read words accurately and effortlessly but the integration of vocabulary, background knowledge, and attending to prosodic cues is also given importance.

The primary objective of reading instruction is to develop fundamental skills and strategies so that each student's reading abilities are maximized. It develops the ability to group words into thought units, as well as the capacity to observe specifics and follow directions, among other comprehension skills. Reading is comprised of a series of underlying processes, and the instruction of reading must address each of these processes sequentially, particularly for slow learners. In contrast, bright children effortlessly synthesize these diverse threads and appear to be learning a single reading skill. The reading instructor strives to develop each of the essential subskills to the point where the student can perform them automatically. According to Ozdemir (2010), when word recognition is automatic, learners can focus on comprehension. The best approach to reading instruction, according to the Report of the National Reading Panel, includes explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and techniques to enhance comprehension. A good reading program in a school can help meet a child's personal and social needs through its content, its conduct, and its careful organization and grading of materials. Through narratives and descriptions of a bygone era, the reading program's content may add significance. It satisfies the learner's curiosity about a particular topic in such disciplines as Science, Mathematics, Social Studies, the Arts, Health, etc. It is a forum for the dissemination of innovative research and pedagogy on broad topics that integrate instruction, assessment, and policy formation. If early childhood teachers have not effectively taught reading, students will not be able to learn any other subject. Then, it is crucial for every school administrator to assign reading instructors who are effective at teaching the subject. The success or failure of students in their future studies will depend heavily on their reading proficiency. Students who enjoy reading are more likely to become self-reliant, well-informed, and, ultimately, better and more responsible citizens.

Reading proficiency is crucial to learning. The ability to "learn for life" can be derived from this "lifelong learning" or "survival" skill. These are essential elements for the development of individual competence and accomplishment that can be translated into a competitive workforce in the future. Luz (2007). The inability to read effectively is a significant obstacle for students at all educational levels. Consequently, reading instruction is regarded as a teaching objective across all educational levels and the key to success for beginning readers. This study hypothesizes that the reading skills of beginning readers/Day Care Learners in Barangay Quirino, Tagudin, Ilocos Sur could be improved using locally developed instructional materials (LLM). The primary objective of this study was to evaluate the effectiveness of the said materials in enhancing the reading performance of students through their actual application and validation by field experts. According to CAKIR (2015), he suggested that teachers should be encouraged to use substantiated instructional materials in addition to course books.

Objectives of the Study

The study aimed to test the effectiveness of the localized learning materials (big books) prepared by the College of Teacher Education in teaching the daycare learners. Specifically, it sought to:

1. Determine the level of reading performance of the learner-respondents based on their summative evaluations during the three months of teaching them.
2. Ascertain the level of reading performance of the learners based on their posttest.
3. Test the effectiveness of the Localized Learning Materials (LLM) in improving the reading skills of the learners.
4. Establish the level of validity of the localized learning materials based on the evaluation of five (5) DepEd experts.

Methodology

This study adopted the experimental One-Shot Case Study design where in a posttest was given after the treatment or intervention was used (SAGE Encyclopedia of Educational Research). To come up with a scholarly output, the researchers included the results in all the given pencil and paper evaluations taken separately per month. These served as summative evaluations that were considered in the study. The study also made use of purposive sampling using the fifteen-day care learners since they were the ones having regular attendance during Saturdays. There were 6 young boys and 9 young girls. The rest of the class were all part of the reading lessons with scores properly accounted for but were not considered as subjects of the study. The paper and pencil teacher-made test was used as the main data gathering tool. It was checked by the three faculty members of the College of Teacher Education as to establish its validity. It was finalized into 25 items good enough for the young learners to answer in one hour. The summative evaluations together with the questionnaire were employed in gathering the data needed in the study. There were prepared written evaluations given to the learners every Saturday after using the localized big books. This was done for the duration of 3 months. Answers were checked and scores were recorded and tabulated for the purpose of quantifying the results. After three months of teaching the learners, the posttest was administered. In this research, the data gathered were quantitatively described by using frequency, percentage and mean. The weighted scores of the learners during the three months of instruction were treated separately to determine their reading performance level. The summative evaluations of the learners were categorized using the following descriptive equivalents:

Weighted Scores Total:30-points	Weighted Scores Total:46-points	Description Total:30-points
25-30	37-46	Outstanding (O)
19-24	28-36	Very Satisfactory (VS)
13-18	19-27	Satisfactory (S)
7-12	10-18	Fair (F)
0-6	0-9	Poor (P)

For the posttest conducted, the following scale was used:

Weighted Scores	Description
20-25	Outstanding (O)
15-19	Very Satisfactory (VS)
10-14	Satisfactory (S)
5-9	Fair (F)
0-4	Poor (P)

The following scales were used to determine the level of validity of the localized learning materials that were created:

Numerical Value	Statistical Range	Descriptive Equivalent Rating
5	4.21-5.00	Very Highly Acceptable (VHA)
4	3.41 – 4.20	Highly Acceptable (HA)
3	2.61 – 3.40	Moderately Acceptable (MA)
2	1.81 – 2.60	Slightly Acceptable (SA)
1	1.00 – 1.80	Not Acceptable (NA)

Results and Discussions

1. Summative Scores of the Learners During the Three Months (Saturdays) of Instruction

For a clearer presentation of the results of the summative evaluations given to the learners, the monthly results of their pen and paper evaluations are presented separately as seen in Tables 1 to 3.

Table 1
Reading performance of the learners for the month of September 2018.

Weighted Scores	Frequency	Description
25-30	4	Outstanding (O)
19-24	4	Very Satisfactory (VS)
13-18	7	Satisfactory (S)
7-12	0	Fair (F)
0-6	0	Poor (P)
Total:	15	
Mean Performance	20.13	Very Satisfactory

Table 2
Reading performance of the learners for the month of October 2018.

Weighted Scores	Frequency	Description
40-46	9	Outstanding (O)
30-39	4	Very Satisfactory (VS)
20-29	1	Satisfactory (S)
10-19	1	Fair (F)
0-9	0	Poor (P)
Total:	15	
Mean Performance	37.33	Very Satisfactory

Table 3
Reading performance of the learners for the month of November 2018.

Weighted Scores	Frequency	Description
25-30	2	Outstanding (O)
19-24	4	Very Satisfactory (VS)
13-18	5	Satisfactory (S)
7-12	4	Fair (F)
0-6	0	Poor (P)
Total:	15	
Mean Performance	16.93	Very Satisfactory

For the month of September, the learners were taught for four Saturdays thus having four corresponding evaluation activities with a total of 30 points. This served as the summative evaluation for the month. Their performance was from “satisfactory to outstanding” with a mean of 16.93 described as “very satisfactory”. This proves with Rahim (2017) study that the use of big books creates fun and meaningful learning of English.

There were five Saturday meetings for the month of October 2018. It can be gleaned from Table 2 that from a total of 46 points in the evaluative activities, the general performance was from “fair to outstanding” and a mean of 37.33 was described as “very satisfactory”.

Further, a total of 30 points was also administered for the month of November. Results in Table 3 shows that the learners had a “very satisfactory performance” as seen on the mean performance of 16.93. The overall reading performance described as very satisfactory is an indication that the use of the Localized Learning Materials is a very effective intervention in teaching the beginning learners their basic reading foundations Tety (2016).

2. Posttest Performance of the Learners

To reinforce the findings in the summative evaluations of the learners for the duration of three months as seen in the previous tables, they were given a posttest evaluation as a concluding part of the study. Table 4 flashes the data generated from the said posttest.

Table 4

Results in the posttest performance of the learners.

Weighted Scores	Frequency	Weight (%)	Description
20-25	13	86.7	Outstanding (O)
15-19	2	13.3	Very Satisfactory (VS)
10-14	0	0	Satisfactory (S)
5-9	0	0	Fair (F)
0-4	0	0	Poor (P)
Total:	15	100%	
Mean Performance	23.06		Outstanding

The same table illustrates that 2 or 13.3 percent were under a description of very satisfactory while 13 or 86.7 percent were outstanding. This result conforms or corroborate with the data in the summative evaluations that the learners had improved in their basic reading performance. It implies that using localized learning materials is effective in teaching basic reading to the beginning readers. This conforms to Bassey (2019) that Instructional Materials enhance teaching and learning.

3. Acceptability of the Localized Learning Materials

Table 5

Level of validity of the Localized Learning Materials.

Level of Validity as to:	Evaluators						MV	DER
	1	2	3	4	5	T		
A. Functionality	5	5	5	5	5	25	5.0	Very Highly Acceptable
B. Acceptability	5	4	4	5	5	23	4.4	Very Highly Acceptable
C. Appropriateness	5	4	5	5	4	23	4.6	Very Highly Acceptable
D. Timeliness	5	4	5	5	4	23	4.8	Very Highly Acceptable
E. Implementability	5	5	5	5	5	25	4.6	Very Highly Acceptable
F. Sustainability	5	4	4	4	4	21	4.0	Highly Acceptable
Overall Mean Value: 4.7 (Very Highly Acceptable)								

To establish the level of validity of the prepared Localized Learning Materials, the said materials were presented to five Department of Education Elementary Officials where in two were master teachers and three were English coordinators. Said experts evaluated the materials in terms of functionality,

acceptability, appropriateness, timeliness, implementability, and sustainability. Table 3 presents the results of the evaluation. All the six areas considered in the evaluation garnered a descriptive equivalent rating of “Very Highly Acceptable” except for sustainability which was “highly acceptable”. The overall mean value was 4.7 generally described as very highly acceptable. This implies that the five evaluators highly favored the validity of the prepared learning materials. The effectiveness and success of any learning endeavor is heightened by a valid learning material with appraisal of all its aspect as it was done in this study. Similarly, in Bukoye (2019) study, it highlighted that all school principals and teachers through seminars and workshops on the significance and proper utilization of instructional materials, achieves a similar effect.

Conclusions

The young learners can perform better because they are motivated to learn when artistically prepared localized materials (big books) are used in the teaching-learning process. They improve much in their reading performance when the teaching process is aided by big books. The use of big books is very effective in teaching the beginning readers and as the validity of the materials, it is very much acceptable, appropriate, and functional in teaching the beginning readers.

Recommendations

It is recommended that the study be replicated in a wider scope and consider including more variables. Correspondingly, the big books may be reproduced by the College of Teacher Education, avail for a copyright before it will be distributed to the adopted schools of the college.

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