

Using Task-based Supplementary Material for the Enhancement of Reading Proficiency of Grade VI Pupils

Erwin P. Del Rosario¹, Cecilia B. Diva²

orcid.org/0000-0002-4426-3086¹, orcid.org/0000-0002-5116-8087²

¹erwin.delrosario@deped.gov.ph¹, ²cecilia.diva@lspu.edu.ph

Laguna State Polytechnic University
San Pablo City Campus, Philippines¹⁻²

DOI: <https://doi.org/10.54476/apjaet/87024>

Abstract

This study was conducted to focus on determining if using task-based supplementary material would bring out an enhancement to the level of reading proficiency of the pupils. This study utilized an experimental research design, and the respondents of this study were 30 Grade VI, pupils. The respondents of the study were selected using purposive sampling because the researcher had prior knowledge about the characteristics of the respondents participating in this study. The researcher used a researcher-made task-based supplementary material, and pre-test and post-test instruments in gathering the data of the respondents' reading proficiency levels in terms of noting details, sequencing of events, cause and effect, and predicting outcomes. Regarding respondents' post-assessed proficiency level in noting details, they were at approaching proficiency to an advanced level; approaching to advanced level of proficiency in the sequencing of events; approaching proficiency to advanced level in cause and effect, and approaching to advanced level in predicting outcomes. These results revealed that there is a significant difference between their test scores before and after their exposure to the task-based supplementary material. The use of researcher-made task-based supplementary material has significantly influenced the reading proficiency levels of the respondents in terms of noting details, sequencing of events, cause and effect, and predicting outcomes.

Keywords: Task-Based Supplementary Material, Reading Proficiency, Pupils' Reading Performance

Introduction

Reading is a necessary skill for higher education. The greatest time to teach children reading skills is in the early grades, or even younger if possible. If this window is missed, children who have not yet started reading and comprehending what they read will continue to fall behind unless immediate action is done.

Reading is the process of drawing the information and interpreting the information that requires brainwork actively. Reading is also a process of capturing the information in a text so that the reader will understand the important points contained in the text. Reading is one of the ways to open up our minds and make it easier to get knowledge. It is very useful for students (Gilakjan & Sabouri, 2016).

Undoubtedly, one of the fundamental requirements of all educational systems is the adequate provision of relevant and appropriate supplementary material for use by students and teachers. These materials are the primary tools that schools use to provide students with access to the knowledge and skills they are expected to learn.

Thus, the researcher found in teaching English in Grade VI class, especially in the teaching of understanding the texts that the student's motivation is less because their common perception of the English language is very difficult to understand and be understood.

Moreover, language-learning materials play an important role to create effective teaching and learning environments. Some teachers base their practices on following a textbook, but they sometimes claim that a textbook does not fulfill both teachers' and learners' expectations (Mezhgan, & Seyed, 2017)). Hence, Supplementary materials, according to Nahavandi (2011), include skills development materials; grammar, vocabulary, and phonology practice materials; a collection of communicative activities; and teacher resource materials.

Based on the explanation, the researcher used task-based supplementary reading material to enhance the reading proficiency level of the respondents. Thus, English plays a vital part in basic education. Pupils who are unable to reach a functional standard of language literacy are at considerable risk of being left behind in school for the remainder of their years.

Objectives of the Study

This study attempted to use task-based supplementary material for the enhancement of the reading proficiency level of Grade VI pupils. Specifically, it sought to (1) identify the pre- and post-assessed reading proficiency level before and after using the task-based supplementary material in terms of noting details, sequencing of events, cause and effect, and predicting outcomes; and (2) determine significant difference between their test scores before and after their exposure to the task-based supplementary material.

Methodology

This study used an experimental research design wherein data were recorded, described, interpreted, and compared. The design attempts to verify the reading proficiency level of the respondents after using the task-based supplementary material.

There were thirty (30) Grade VI pupils from Bogon Elementary School during the school year 2021-2022. They were selected using purposive sampling because the researcher had prior knowledge about the characteristics of the respondents participating in this study. Researcher-made Task-Based Supplementary Material containing lessons for noting details sequencing events, cause and effect, and predicting outcomes reading proficiencies and 40-item multiple-choice pre and post-tests (ten items for noting details, ten items for sequencing of events, ten items for cause and effect, and another ten items for predicting outcomes) were used. The post-test and pretest mean scores were compared and tested for the significant difference using the t-Test set at a 0.05 level of significance. For ethical considerations, the researcher made sure of the confidentiality of the respondents' information and results. Hence, the respondents' names were included in this paper.

Results and Discussion

1. Respondents’ Pre-Assessed Proficiency Level in Reading

Table 1
Pre-Assessed Reading Proficiency Level

Score	Noting Details		Sequencing of Events		Cause and Effect		Predicting Outcomes		Interpretation
	f	%	f	%	f	%	f	%	
9-10	1	3.3%	4	13.3%		0.0%	2	6.7%	Advanced
7-8	5	16.7%	3	10.0%	5	16.7%	7	23.3%	Proficient
5-6	14	46.7%	13	43.3%	10	33.3%	14	46.7%	Approaching Proficiency
3-4	7	23.3%	7	23.3%	10	33.3%	3	10.0%	Developing
0-2	3	10.0%	3	10.0%	5	16.7%	4	13.3%	Beginning
Total	30	100%	30	100%	30	100%	30	100%	

From the table provided, it can be seen that prior to the use of task-based supplementary material related to noting details, most of the respondents are at developing to approaching the level of proficiency. Some respondents fall into the beginning level, affecting 3 out of 30 respondents in the study. They are the pupils who lack the competency to note specific information that would help them better understand concepts, situations, and conflicts that arise from the story. They are also the pupils who have little understanding of what basic details need to be noted that would be relevant for them to include all the necessary concerns in their essays. As explained by Murray (2010), when students have a low level of proficiency in noting details, they struggle to connect the basic details that they know to the real situation and to perform more difficult comprehension skills like summarizing and synthesizing.

Likewise, most of the respondents are at a developing to approaching the level of proficiency in reading related to the sequencing of events. Some respondents fall into the beginning level, involving 3 out of 30 respondents in the study. It is the pupils who lack the sequencing of events competence that would help them to place two or more things in chronological order and to sequence the plot, event, and story ideas. They are also the pupils who have little sense of how events are unfolding as they read. Therefore, there are many reasons why children have trouble doing things in the right order and may not have even paid attention to the steps. Or they have trouble remembering them. General organizational difficulties can also play a role. For some children, it is a processing problem. You may need more time to absorb and understand the steps. Other children may have language challenges that make the steps difficult to follow (The Understood Team, 2014).

In addition, based on the given table, most of the respondents before the use of task-based supplementary material fall under developing and approaching the level of proficiency when it comes to reading in terms of cause and effect with the same frequency level. It is observed that there are respondents who descend in the beginning level concerning 5 out of 30 respondents of the study. They are the pupils who lack the competency in proficiency regarding identifying the cause and effect that would help them know the relationship between two events in which both events happen at the same time and talk about how one thing is caused by another. Hence, cause-and-effect problems have to do with difficulty inferring relationships. Difficulty identifying cause-and-effect relationships can become a serious problem, as many

dangerous behaviors are prevented by a proper understanding of cause-and-effect relationships (Lee, 2018).

Lastly, the table provided shows that the respondents' pre-assessed level of reading proficiency in terms of predicting outcomes falls from approaching the level of proficiency to proficient level. It can also be seen that there are some respondents who fall into the beginning level concerning 4 out of 30 respondents in the study. They are the students who have trouble using information from the text to predict what will happen in the story. Also, when making predictions, they have a hard time imagining what will come next in the text because of their prior knowledge. Miller (2022) explicated that those students who cannot be able to predict outcomes, find it difficult to look for reasons for actions, and implicit meanings, separate facts from opinions, and make comparisons.

2. Respondents' Post-Assessed Proficiency Level in Reading

Table 2
Post Assessed Reading Proficiency Level

Score	Noting Details		Sequencing of Events		Cause and Effect		Predicting Outcomes		Interpretation
	f	%	f	%	f	%	f	%	
9-10	2	6.7%	5	16.7%	3	10.0%	3	10.0%	Advanced
7-8	9	30.0%	6	20.0%	8	26.7%	12	40.0%	Proficient
5-6	16	53.3%	15	50.0%	13	43.3%	10	33.3%	Approaching Proficiency
3-4	3	10.0%	4	13.3%	5	16.7%	4	13.3%	Developing
0-2	-	-	-	-	1	3.3%	1	3.3%	Beginning
Total	30	100%	30	100%	30	100%	30	100%	

Table 2 shows that none of the respondents are at the beginning level after the use of the task-based supplementary material in terms of noting details. Hence, it is reflected in the provided table that most of the respondents are approaching proficiency to an advanced level when it comes to reading. This means that pupils who can make connections will write specific details that can aid them in better understanding the story's principles, circumstances, and conflicts. They are also the pupils who have a better understanding of the fundamental details to examine to include all of the important issues in their writings. Janovsky (2021) elucidated that whenever students are reading a text, they should be constantly note the important details. These details are essential to developing reading comprehension.

Similarly, the data shows that many of the respondents are at approaching to advanced level of proficiency when it comes to reading as to sequencing of events. None of the respondents are at the beginning level after the utilization of task-based supplementary material. It has been noted that pupils who are nearing advanced competency in sequencing events can place two or more things in chronological order and to sequence narrative, incident, and story ideas. They are also the pupils that understand how events unfold as they read. As discussed by Donnchaidh (2022), the concepts underlying the sequence are typically not that difficult for students to grasp because they are constantly experiencing a sequence of events in their everyday lives. In the context of reading comprehension, they will usually be specifically concerned with the timing of events, or the steps taken in a text. In order for our students to be strong, active readers, they need to see the order in which things happen or are done as they read. It takes a lot of practice to fully understand the most complex reading material.

In addition, the data shows that only 1 in 30 respondents fall back to the starting level after using task-based supplementary material in cause and effect. The proficiency level of most respondents in cause and effect is approaching the advanced proficiency level. This implies that pupils realize that cause is why

things happen in the text and that without a cause there is no effect. They also understand that without a cause, the text would stagnate and nothing more would happen. As explained by Donnchaidh (2022), cause and effect are important elements of a text that help the reader follow the author's train of thought, whether the text is fiction or nonfiction. Developing an understanding of how cause and effect affect the organization of a text improves a student's ability to fully comprehend what is being read.

Moreover, with respondents' post-assessed reading proficiency level in relation to predicting outcomes, it is observed that most respondents fall at approaching to advanced level of proficiency, with only 1 in 30 falling below the beginning level. They are the students who use information from the text to anticipate what will happen in the story and imagine what will come next in the text based on their prior knowledge. Bailey (2020) expounded that predictions encourage learners to think ahead and actively ask questions. It also allows learners to better understand the story, connect with what they are reading, and interact with the text.

3. Significant Difference between Pre and Post-test Scores

Table 3
Respondents' Pre and Post-test Scores Difference

Reading Proficiency	Pretest		Posttest		t	df	Sig.
	Mean	SD	Mean	SD			
Noting Details	4.93	1.95	5.97	1.40	5.477	29	.000
Sequencing of Events	5.23	2.34	6.27	1.91	5.308	29	.000
Cause and Effect	4.43	2.10	6.00	1.68	5.899	29	.000
Predicting Outcomes	5.47	2.40	6.33	1.84	4.069	29	.000

As shown in the given table that there is a significant difference between the pretest and post-test scores of the respondents in noting details before and after the utilization of task-based supplementary materials. These pupils were able to achieve approaching proficiency to an advanced level of reading ability which implies that they were able to improve their reading proficiency levels. Different activities were provided before, during, and after reading that developed their reading proficiency in noting details. The activities in the supplementary reading material enabled the pupils to fully understand a certain text and helped to unlock the questions and noted the information and facts stated in the passage or story. Hence, reading is the basic skill that every student should learn. Everyone must know what he or she is reading. If one does not understand the content of the text that one is reading, all cognition and other learning opportunities are impeded. For this reason, it is necessary and a must to develop students' ability to note details to improve students reading ability (Texas Educational Agency, 2002).

Moreover, it is reflected in the provided table that there is a significant difference between the pretest and posttest scores of the respondents in the sequencing of events before and after the utilization of task-based supplementary materials. These students were able to progress from nearing competence to advanced reading ability, implying that they were able to increase their reading skills. The task-based supplementary reading material provided the pupil with activities before, during, and after reading that helped them arrange two or more things in chronological sequence and order sequentially the ideas from action, event, and story. According to Teacher Vision Staff (2020), those students who can follow a sequence of events or sequencing, are able to identify the components of an event in order, such as the

beginning, middle, and end of a story or the steps in a science experiment. Understanding words like 'first,' 'next,' 'then,' and 'after' helps readers make sense of time in reading.

Furthermore, it is observed in the given table that the pretest and post-test scores of the respondents before and after the use of task-based supplementary materials reveal a significant difference. These pupils were able to achieve approaching proficiency to an advanced level of reading ability which means that they were able to improve their reading proficiency levels. Different activities were provided before, during, and after reading that developed their reading proficiency in cause and effect. Through various activities on the reading materials, pupils were able to identify and know the relationship between two events in which both events happen at the same time and how one thing is caused by another. Hence, readers who recognize cause-and-effect relationships understand that in-text events happen (effects), along with the reason why they happen (causes). When students recognize this relationship, comprehension is increased (Benhe, 2010).

Lastly, based on the above table, the pre-and post-assessed reading proficiency level in predicting outcomes reveals a significant difference before and after the utilization of task-based supplementary material. It shows that pupils were able to attain approaching proficiency to an advanced level of reading ability which means that they were able to increase their reading proficiency levels. The help of different activities before, during, and after reading found in the task-based supplementary material allowed pupils to utilize information from the text to anticipate what will happen in the story, envisioned what will come next in the text, based on their prior knowledge, and encouraged them to think ahead. Thus, when the pupils are involved in making predictions, they are focused on the text at hand, constantly thinking ahead and refining, revising, and verifying their predictions (Sullivan, 2015).

Conclusions

From the summarized findings, the conclusions were drawn:

1. The pupils' reading proficiency levels in terms of noting details, sequencing of events, cause and effect, and predicting outcomes have increased after the utilization of task-based supplementary reading material.
2. The use of researcher-made task-based supplementary material has significantly influenced the reading proficiency levels of the respondents in terms of noting details, sequencing of events, cause and effect, and predicting outcomes.

Recommendations

The following recommendations are formulated for possible implementation at the soonest time possible from the drawn conclusions.

1. Based on the findings of the study, it is recommended that task-based supplementary material may be used by the teachers in Grade VI pupils to serve as an additional tool to enhance their reading proficiency in terms of noting details, sequencing of events, cause and effect, and predicting outcomes.
2. Future researchers who are interested in developing supplementary material may organize the same research study since the researcher-made task-based supplementary reading material has significantly influenced the reading proficiency levels of the respondents in the study.

References

- Bailey, E. (2020) *Predictions to support reading comprehension*. <https://www.thoughtco.com/predictions-to-support-reading-comprehension-3111192>
- Benhe, A. (2010) *CAFÉ Strategy: recognize and explain cause and effect relationships*. <https://www.pasd.com/common/pages/UserFile.aspx?fileId=3520808>
- Donnchaidh (2022) *Sequencing events in reading and writing*. <https://literacyideas.com/teaching-sequencing-in-english/>
- Donnchaidh (2022) *Teaching cause and effect in reading and writing* <https://literacyideas.com/teaching-cause-effect-in-english/>
- Gilakjan, A. P & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improving. *International Journal of English Linguistics*. 6(5). ISSN 1923-869X E-ISSN 1923-8703. Canadian Center of Science and Education.
- Janovsky, A. (2021) *Finding specific details in a reading selection*. <https://study.com/academy/lesson/finding-specific-details-in-a-reading-selection.html>
- Lee, J, (2018) *Cause and effect relationship*. <https://www.aboutkidshealth.ca/Article?contentid=1886&language=English>
- Mezhgan, M. & Seyed, M. M. (2017). The effect of implementation of task-based language activity in reading comprehension classes of Iranian EFL learners. *English Language Teaching: 10, (11)*. Canadian Center of Science and Education.
- Miller, G. (2022) Teaching students to predict outcomes. <https://bookunitteacher.com/wp/?p=7244>
- Murray, S. (2010) Language comprehension ability: one of two essential components of reading comprehension. <https://milnepublishing.geneseo.edu/steps-to-success/chapter/4-language-comprehension-ability-one-of-two-essential-components-of-reading-comprehension/>
- Nahavandi, N. (2011). The effect of task-based activities on EFL learners reading comprehension. *Advances in Language and Literary Studies*. Vol.2 (1). doi: 10.7575/aiac.all.v.2n.1p.56
- Sullivan, S. (2015) *Strategies for students*. <https://spedellreadingstrategies.weebly.com/predicting.html>
- Teacher Vision Staff. (2020) *Teaching strategies for sequencing reading*. <https://www.teachervision.com/reading-comprehension/sequencing-lesson>
- Texas Educational Agency. (2002). *Comprehension Instruction, 4-8*. http://www.netxv.net/pm_attach/67/TRI-Comprehension_Instr.pdf.

Copyrights

Copyright of this article is retained by the author/s, with first publication rights granted to APJAET. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).