

## **Effectiveness of Story Books in Improving the Performance of Grade II Pupils in Reading**

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*Abstract* —The study aimed to evaluate the effectiveness of storybooks in improving the performance of Grade II pupils in Reading. Utilizing the quasi-experimental research design employing the pretest and post-test for an in-depth analysis of the study, the researcher utilized the researcher-made assessment in the modules for the 3<sup>rd</sup> quarter from the Most Essential Learning Competencies (MELC). Simple Percentage, Weighted Mean and t-test of mean difference were the statistical tools used. The researcher found out that the pretest performance of the Grade II pupils in Reading before the utilization of storybooks is good while the post-test performance is excellent. It was also revealed that there is a significant difference in the pretest and post-test performances of the Grade II pupils in Reading before and after the utilization of the storybooks. Thus, this study concluded that storybooks is an effective learning material in improving the performance of the Grade II pupils in Reading. It is recommended to utilize the proposed reading improvement plan of the study.

*Keywords* — *Effectiveness, Story Books, Improving, Performance, Grade II Pupils, Reading*

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### **I. Introduction**

The future success of children lies in the ability to read fluently and understand what is read. Reading comprehension is a critical learning skill for all students (3,11), as it is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (the Rand Reading Study Group, 2002). Understanding words' meaning, analyze the author's points of view and aim for writing and gaining knowledge of new words are all very important reading skills that support reading comprehension (9). Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. For example, having the ability to understand textual information play a critical role in helping learners to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on. Academic success also requires students to be able to understand, analyze, and apply information they gathered through their Reading (3). The importance of being able to understand

written materials increases significantly in all academic areas as students move from one grade to another (3,11).

In contrast, not being able to successfully comprehend can prevent students from learning, retaining information that they read, and graduating from school, which will negatively impact different aspects of their lives later (4,6). Reading difficulties negatively impact different aspects of students, including their educational progress, self-esteem, attitudes about Reading and learning, motivation to read, career choices, social-economic status, and expectation for future reading success (10,12).

Reading comprehension difficulties in primary school can often be traced back to poor oral language skills, which were already present at school entry (8). About 10% of primary school children develop reading difficulties due to poor language comprehension (Catts, Compton, Tomblin, & Bridges, 2012). Comprehension comprises several components. Vocabulary and grammar in kindergarten are predictors of reading comprehension in primary school (7).

Cubit (1) in his study about the "Vocabulary and Reading Comprehension as a Measure of Reading Skills of Filipino Children", suggests that "a Filipino child needs to develop higher-order skills and functional literacy. It is given that any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor, and often, those with poor reading skills when assessed properly are diagnosed with reading disability. Poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no proper intervention is administered early, it could affect the academic, social and psychological development of the child". In this statement, he emphasized the importance of reading comprehension and the reading process itself and how it contributes to the total success of the learner in his/her academic performance.

Not only is reading comprehension a valuable skill for learning in school, but to successfully interact in everyday life, individuals need reading skills to read and understand labels, directions, job application forms, and newspapers (2). Also, individuals need reading skills to be able to have and maintain a job and successfully engage in different daily activities (4,5), and live independently (4). The need for reading comprehension becomes very critical when thinking about the negative consequences of not being able to read in critical situations.

During this time of pandemic, teachers are unsure whether their pupils will be able to attain the goals for reading to acquire the skills due to the implementation of modular distance learning modality of every school in the district. When the time the researcher conducted home visitation to monitor the performance of the pupils on the new learning modality, she at the same time gives reading passages to the pupils and conducted the reading test. It was revealed on the result that most of the pupils have difficulty in understanding the stories they are reading. It was also observed that vocabulary is the main reason of poor reading comprehension among the Grade II pupils. Moreover, when the researcher had given supplementary reading materials to the pupils like the story written in a small book with illustrations about the story, the pupils were able to understand the story they read. Some of them were able to answer the comprehension questions written in that

book. As part of their reading intervention activities, the researcher is motivated to conduct this study to measure the effectiveness of these materials the storybooks.

With this, the researcher decided to conduct this study to evaluate the effectiveness of storybooks in improving the performance of the Grade II pupils in Reading. A proposed Reading Improvement Plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school he is currently teaching and that of his Graduate Program.

This study evaluates the effectiveness of storybooks in improving the performance of Grade II Pupils in Reading in Hiluctogan Elementary School, Kananga III District, Leyte Division. A proposed Reading Improvement Plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the pretest performance of the Grade II pupils in Reading before the utilization of storybooks?
2. What is the post-test performance of the Grade II pupils in Reading after the utilization of storybooks?
3. Is there a significant difference on the pretest and post-test performances of the Grade II pupils in Reading before and after the utilization of storybooks?
4. What Reading improvement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the Quasi-Experimental research employing the pretest and posttest design to evaluates the effectiveness of storybooks in improving the performance of the Grade II pupils in Reading. Hiluctogan Elementary School, Kananga III District, Leyte Division is the main locale of the study. The 25 Grade II pupils enrolled in the said locale are the main respondents of the study, and the result of the assessment found in the modules for the pretest and post-test was used. This research focused on evaluating the effectiveness of storybooks in improving the performance of the Grade II pupils in Reading. A Proposed Reading Improvement Plan based on the findings of the study is the output.

**Sampling.** There are 25 Grade II pupils involved in this study. A researcher-made assessment in the modules was distributed and administered personally with consent from the Local IATF and strictly following the prescribed Health Protocol.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the

School Head and District Supervisor was sought. Orientation of the participants and their parents was done during the conduct of home visitation of the researcher who is at the same time the teacher adviser. Permission from the Barangay was secured. After the pretest was conducted, pupils were given intervention using the storybooks crafted by the researcher. After the four-week intervention, post-test was administered. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

**Treatment of Data.** The Simple Percentage and Weighted Mean was employed to evaluate the pretest and post-test performance of the Grade IV pupils. T-Test of mean difference was used to determine the significant difference between the pretest and post-test.

### III. Results and Discussion

**Table 1**  
**Performance of Grade II Pupils Before the Utilization of Story Books (N=23)**

Score Range	Description	PRETEST	
		Frequency	%
41-50	Excellent	0	0
31-40	Very Good	3	13
21-30	Good	17	74
11-20	Fair	3	13
1-10	Poor	0	0
Total		23	100
<b>Weighted Mean</b>		<b>25.74</b>	<b>Good</b>

Table 1 presents the pretest performance of the Grade II pupils in Reading. The table revealed that the pretest performance of the Grade II pupils in Reading has a weighted mean of 25.74 which is interpreted as good. Among the 23 pupils in Grade II, 3 or 13% is very good, 17 or 74% is good and 3 or 13% is fair. This means that most of the Grade II pupils are rated good, having received a score between 21-30. This implies that these pupils still needs intervention to improve their performance in Reading.

**Table 2**  
**Performance of Grade II Pupils After the Utilization of Story Books (N=23)**

Score Range	Description	POST-TEST	
		Frequency	%
41-50	Excellent	23	100
31-40	Very Good	0	0
21-30	Good	0	0
11-20	Fair	0	0
1-10	Poor	0	0
Total		23	100
<b>Weighted Mean</b>		<b>46.65</b>	<b>Excellent</b>

Table 2 presents the post-test performance of the Grade II pupils in Reading after the utilization of storybooks. The table revealed that among the 23 pupils in Grade II, all of them or 100% got a score of 41-50 with a weighted mean of 46.65 which is interpreted as excellent. This means that after the utilization of storybooks, their reading performance has increased. This implies that exposing the pupils with storybooks will result in an excellent learning outcome. This implies further that this intervention is effective in improving the performance of the Grade II pupils in Reading.

**Table 3**  
**Test of Difference between the Scores in the Pretest and Post-test of the Grade II Pupils (N=23)**

Participants	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
<b>Grade 2 Pupils</b>	25.74	46.65	2.113	0.328	Reject H <sub>0</sub>	<b>Significant</b>

Table 3 presents the test of difference between the pretest and post-test performance of the Grade II pupils in Reading before and after the utilization of storybooks. The table revealed that the computed t of 2.113 is greater than the critical value of t of 0.328 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant difference in the pretest and post-test performances of the Grade II pupils before and after the utilization of storybooks. The pretest performance of 25.74 has increased in the post-test after using the storybooks with a mean of 46.65 which is significant. This implies that storybooks is an effective learning materials

to be used to improve the reading performance of the Grade II pupils. This implies further that reading comprehension is enhance when pupils are exposed to varied and differentiated storybooks.

#### **IV. Conclusion**

The data revealed a significant difference between the pretest and post-test performances of the Grade II pupils in Reading before and after the utilization of storybooks. Therefore, storybooks is an effective learning materials to improve the performance of the Grade II pupils in Reading. Thus, exposing the pupils with varied and differentiated storybooks will help improve their reading performance.

#### **V. Recommendations**

1. The Proposed Improvement Plan formulated should be utilized;
2. School Heads should encourage teachers to formulate or craft varied and differentiated story books;
3. School Heads should conduct trainings for the formulation of storybooks as supplementary reading materials to be used by the pupils especially during this time of pandemic;
4. School Heads should provide appropriate technical assistance to the teachers to help them in the construction of contextualized story books;
5. School Heads should encourage teachers for further learning on innovations and research; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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### AUTHOR'S PROFILE



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The author is born on May 9, 1982 at Ormoc City, Philippines. She is presently residing at Dona Concepcion Subdivision, Brgy. Sagkahan, Kananga, Leyte. She finished her elementary education at Naghalin Elementary School, Brgy. Naghalin, Kananga, Leyte in the year 1995 and continue her quest for education and able to finished her secondary education at Kananga National High School, Brgy. Poblacion, Kananga, Leyte in the year 1999. She enrolled and finished her Bachelor in Elementary Education in Western Leyte College, Ormoc City. She is currently enrolled at Western Leyte College, Ormoc City taking up Master of Arts in Education Major in School Administration and Supervision.

She is currently teaching at Hiloctogan Elementary School, Kananga III District, Leyte Division, Region VIII holding a position as Teacher I. She received a plaque of recognition as rank 3 in the District Classroom Pre-evaluation. She also attended series of trainings and seminars conducted in Division and District level.