

Effectiveness in the Utilization of the Big and Small Books to the Low Performing Grade I Pupils in Reading

MARK LOUIE C. BERNAL

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration & Supervision

marklouie.bernal@deped.gov.ph

Abstract — The COVID-19 crisis revealed the unpreparedness of education systems, infrastructure, educators and learners for distance learning. Educational leaders planned to adopt modular distance learning modality using the printed modules to be given to the pupils while learning at home. These self-learning modules were crafted and undergo series of quality assurance. As Grade I teacher, the researcher is hesitant whether this learning materials would help the pupils learn to read as this is the biggest challenges to all teachers. Reading plays an important role in language learning because through reading, the learners can obtain new information and experience. According to (10) reading is a process of comprehending texts to get information in order to make the reader easy to find the world around them. In line with that, reading defined as meaningful interpretation of printed and written verbal symbols (11). While COVID-19 is impacting pupils, teachers had to formulate ways on how to help the low performing pupils to learn how to read. One of the initiatives that Grade I teachers did, is to use the big and small books as supplementary reading materials. With this, the researcher decided to conduct this study in order to evaluate the effectiveness on the utilization of the big and small books to the performance of the Grade I low performing pupils in Reading. It was revealed in this study that there is a significant difference in the pre-test and post-test performances of Grade I low performing pupils. Moreover, it was concluded that utilizing big and small books is effective in improving the reading performance of the pupils.

Keywords — **Printed Strategic Intervention Materials, Performance, Distance Learning**

I. Introduction

Learning to read is not a linear process. Learners do not need to learn to decode before they can learn to comprehend. Both skills should be taught at the same time from the earliest stages of reading instruction. Comprehension strategies can be taught using material that is read to children, as well as using material the children read themselves. For the beginner, reading is learning to recognize the printed symbols that represent language in order to respond question about content

of the text. Reading is an important skill that must be mastered by the learners because through reading, learners are expected to be able to understand more certain knowledge and information. Among the four skills in language teaching, reading skill is often given less attention by the teachers whereas reading is natural process to get knowledge and experience. Thus, reading is important for the learners because they can get a lot of benefits through reading.

While in this time of pandemic where modular distance learning modality is the mode of learning by most of the learners and face-to-face interaction is limited, teachers are challenge on how are they going to encourage the low performing pupils to read and understand what they read. With these, teachers had to develop strategies that will make learning possible and interesting. One of the learning materials used by Grade I teachers in the field is using big and small books in teaching reading most especially in the Key Stage 1 and Mother-Tongue was the medium of instructions in all subject areas except Filipino and English. The use of mother tongue or home languages is a key to increasing access to school and facilitating learning, including learning of L2. Using the vernacular or the child's first language makes it easier for the learners to learn how to read and write as well as to learn concepts in academic subjects including the learning of a second or other languages. Thus, it is more advantageous if the familiar language is used in the early years of the child's educational programs. This enables them to acquire early reading skills faster than using a foreign language. When students know the language, learning to read is most efficient and pupils can employ psycholinguistics guessing games. Learning to communicate through writing is facilitated as soon as they become familiar with the orthographic rules (or other written) system of language (1).

Moreover, reading also becomes one of complex skills because in reading, the pupils need to comprehend the information in the text. Comprehending the information is not an easy task for students because comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating (7). According to (4), reading comprehension refers to the ability which the pupils are able to read the text accurately and effectively to get the maximum knowledge and information. It can be defined that the success of reading comprehension depends on the pupils' knowledge, language skills, and experience. When the students are good in reading comprehension, they will be able to get the meaning hidden in the text. Considering reading comprehension as an aspect that is very important in learning English and other languages, it should be better for the pupils to practice their reading comprehension starting from early age or well known as young learners with appropriate learning materials.

This fundamental change in the use of the mother tongue in school will nevertheless create some problems. Hence, this necessitates the production of new instructional materials and modules using the local dialects which have long been ignored as formal tools in facilitating the teaching and learning process. This need for new instructional material has been supported by DepEd Order No. 90 series of 2011 (2), which recommend the learning materials that can be produced for MTB-MLE instructions. These are stories printed in big book or in small book formats, and flash or

activity cards using letters and numbers. Also included are basic sight words or grade level words and picture dictionary; and thematic picture chart for oral literacy (5). Strickland and Morrow (8) also explained that a big book, one of the learning materials that can be produced using pupils' native language. Big books contain reading materials printed in bigger book format for children's use. These are usually narratives which are quite appealing for children because of big illustrations which could entice them to be involved in print and later in reading.

Moreover, DepEd Order No. 90 series of 2011 (2) enumerates the types of learning materials that can be developed and these include story books in big and small book formats; Strickland and Morrow also discuss that a big book can be one of the learning materials to develop using pupils' native language. Because of their size, big books attract children to read due of the bigger prints and illustrations (5) and enhances their interest in reading (7). Makofsky (5) also believes in the relevance of using books in the classroom and posits that big books are an excellent learning tool because they can feature type that is easy for beginning readers to follow and illustrations that are large or detailed (7).

Reading a Big Book is one of the activities used to facilitate students' comprehension of a story delivered by the teacher (9). The use of this in the learning process can give number of advantages. One of the advantages, the use of Big Book can create fun and meaningful learning process. It can develop language and literacy among children because it facilitates the use of certain reading strategies such as shared reading or reading a loud that can make the children involve themselves during learning process (9).

In like manner, Espinosa (3) stressed that an instructional material of any form is an important tool in the process of learning. It does not only enhance knowledge, thinking and problem-solving skills of learners' but also enables them to achieve the learning objectives effectively and interestingly. Thus, wise and creative thinking of the teacher is advised to provide exciting ways to present visuals that enhance learning. Further, she said that the rapid development of eye-catching materials nowadays has had a great influence on various realms of teaching and learning. For most Grade I pupils, these kinds of materials are very useful while they are with their learning facilitators at home. Thus, the researcher believes that by using big and small books as supplementary reading materials to be use by the pupils at home, learning to read will be easy and their performance will also be improved.

Thus, the researcher decided to conduct this study in order to evaluate the effectiveness on the utilization of big and small books to the low performing pupils in Reading. A proposed improvement plan will be formulated based on the findings of the study.

It is in the aforementioned 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 on the utilization of the big and small books to the low performing Grade I pupils in Reading.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the low performing Grade I pupils in Reading before the utilization of the big and small books?
2. What is the post-test performance of the low performing Grade I pupils in Reading after the utilization of the big and small books?
3. Is there a significant difference in the pre-test and post-test performances of the low performing Grade I pupils in Reading before and after the utilization of the big and small books?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study utilized the Quasi-Experimental research employing the pretest and posttest design to evaluates the effectiveness on the utilization of the big and small books to low performing Grade I pupils in Reading. Manlawaan Elementary School, Tabango North District, Leyte Division is the main locale of the study. The 23 low performing Grade I pupils for the current school year are the main respondents of the study and teacher-made tests were utilized and administered before and after the intervention. This research is mainly focused on determining the significant difference in the pre-test and post-test performances on the utilization of big and small books to the low performing Grade I pupils in Reading. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 23 low performing Grade I pupils in Reading involved in this study. A researcher-made test was administered through face-to-face interaction 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, District Reading Coordinator and District Supervisor was sought. The survey was pre-tested and undergone validation. Orientation of the participants by groups was done. Permission from the parents and Barangay was secured. Administering of the survey followed. After the pupils were able to answer the pre-test, checking and tallying of data. Small and big books were distributed for six (6) weeks then post-test was given. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvements.

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 was employed to determine the pre-test and post-test results. t-Test of Mean Difference was used to determine the significant difference in the pre-test and post-test scores in Reading.

III. Results and Discussion

Table 1

Pre-Test Performance of Grade I Pupils in Reading (N=23)

Score Range	Description	Grade I	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	0	0
9-12	Good	7	30
5-8	Fair	10	44
0-4	Poor	6	26
Total		23	100
Weighted Mean		6.17	Fair

Table 1 presents the pre-test performance of Grade I pupils in Reading. It was revealed on the table that pre-test performance of the Grade I pupils in Reading has weighted mean of 6.17 which is interpreted as fair. This means that majority of the Grade I pupils get the scores ranges between 5-8 out of 20-item test conducted. This implies that the self-learning modules alone cannot help in improving their performance in Reading and they need supplementary Reading materials. Moreover, this table revealed that among the 23 pupil-respondents, 7 or 30% are good, 10 or 44% are fair while 6 or 26% is poor. It is evident on the table that all of them were not able to get the passing score or meet the 75% standard in order to pass the test. They need supplementary Reading materials which will help them in improving their performance.

Table 2
Post-Test Performance of Grade I Pupils in Reading (N=23)

Score Range	Description	Grade I	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	6	26
9-12	Good	8	35
5-8	Fair	5	22
0-4	Poor	4	17
Total		23	100
Weighted Mean		9.39	Good

Table 2 presents the post-test performance of Grade I pupils in Reading. It was revealed on the table that the post-test performance of Grade I pupils in Reading has a weighted mean of 9.39 which is interpreted as good. This means that there is an increase of the scores from the test administered to Grade I pupils after the utilization of the big and small books. This implies that the big and small books have impact in improving the performance of the Grade I pupils in Reading. Though a little increase is shown, yet is show of its effectiveness. Moreover, it was revealed on the table that there are 6 pupils or 26% get a very good rating or they are the pupils who gets the score between 13-16 while 8 or 35% got a good rating or with scores between 9-12 and 4 or 17% got a poor rating or with score between 0-4. It is expected that there are some factors which contributes to non-mastery of the lesson in Reading and one of which is the absence of teachers during home learning. Teachers cannot expect that learning facilitators can teach the child to read. But with this intervention of providing big and small books as supplementary reading materials will help in the improvement of the performance of the Grade I pupils despite this pandemic and which is visible in the result of the post-test.

Table 3
Test of Difference Between the Scores of Pre-test and Post-Test (N=23)

Groups	Test Scores		p value	Level of Sig	Decision	Interpretation
Grade 1	Pre	6.17	0.01	0.05	Reject H _o	Significant
	Post	9.39				

Table 3 presents the test of difference between the scores in the pre-test and post-test. It was revealed that the test of difference between the scores in the pre-test and post-test has a p value of 0.01 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant difference between the scores in the pre-test and post-test. This implies that big and small book contributes in the improvement of pupils' post-test result as it is shown on the table that there is an increase from the pre-test mean of 6.17 to post-test of 9.39 weighted mean.

IV. Conclusion

The data revealed that there is significant difference between the scores of the pre-test and post-test performances of the Grade I pupils in Reading. This means that utilizing the big and small books as supplementary Reading materials for this new normal modality of learning help in improving the performance of the Grade I pupils in Reading. This is because the big and small book is contextualized, colorful and letters are on big print, stories are relatable and would create fun and meaningful learning experiences among.

V. Recommendations

1. The Proposed Improvement Plan formulated should be utilized;
2. School Heads and teachers should conduct capability building to learning facilitators on the use of big and small books to improve the Reading performance and habits of the pupils;
3. School Heads should conduct training for Key Stage I teachers on the construction of big and small books;

4. School Heads should encourage Key Stage I teachers to formulate and construct big and small books enough for the number of pupils in their class to be distributed to the pupils for supplementary Reading materials while learning at home;
5. School Heads and teachers should conduct monitoring activities to monitor the pupils learning at home;
6. Home visitation should be conducted by the teachers for feedbacking and consultation regarding the performance of the pupils; and
7. 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



MR. MARK LOUIE C. BERNAL

The author is born on November 18, 1995 at Omaganhan, Tabango, Leyte. He finished his Bachelor of Elementary Education with Specialization in Special Education (SPED) at Leyte Normal University, Tacloban City. He graduated with several awards, such us; Certificate of Competence, Service and Recognition Award, Certificate of Excellence and a Certificate of Appreciation for being one of the Demonstrator for the Regional Teaching Congress held at Leyte Normal University, Tacloban City.

At the age of 16 he acquired his National Certificate II in Commercial Cooking from Technical Education and Skills Development Authority (TESDA) for having completed the competency requirements under the Philippine TVET Competency Assessment and Certification System Last March 10, 2012.

He passed the Licensure Examination for Teachers last September, 2016.

He is currently a Teacher I in Department of Education and he is assigned at Manlawaan Elementary School, Tabango North District, Tabango, Leyte, Philippines. He is teaching Grade I class and the School coordinator of Disaster Risk Reduction Management (DRRM) and Sports.

He won two consecutive years as a champion coach of Athletics during the District Meet held at Tabango Central School, Tabango North District, Tabango, Leyte.

He bagged 1st Place as a Champion Coach of Athletics (Elementary Boys) during the Area III Congressional Athletic Meet at Villaba South Central School, Villaba, Leyte on September 19-21, 2019.