

Utilization of Illustrated Story Books in Improving the Reading Interest of Grade I Pupils

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Abstract—The study aimed to evaluate the level of reading interest of the Grade I pupils before and after utilizing illustrated storybooks. Utilizing the Quasi-Experimental research design employing the pretest and post-test for an in-depth analysis of the study, the researcher used the Elementary Reading Attitude Survey (ERAS) formulated by McKenna and Kear (n.d.) in their research on Measuring Attitude Towards Reading. Simple Percentage, Weighted Mean, and t-test of mean difference were the statistical tools used. The researcher found out that the reading interest of the pupils before the utilization of illustrated storybooks is high, while the reading interest of the Grade I pupils after the utilization of illustrated storybooks is very high. Moreover, this study revealed a significant difference in the pretest and post-test performances of the Grade I pupils before and after the utilization of illustrated storybooks. Thus, illustrated storybooks are effective in improving the reading interest of the pupils.

Keywords — *Utilization, Illustrated Story Books, Improving, Reading Interest, Grade I Pupils*

I. Introduction

Language is one of the most important variables affecting education (6). Indeed, we will not achieve Education for All (EFA) unless we provide children with the opportunity to learn in their mother tongue. 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 him to learn how to read and write and learn concepts in academic subjects, including the learning of second or other languages (6). Thus, it is more advantageous if the familiar language is used in the early years of the child's educational programs, including the materials used in teaching. This enables them to acquire early reading skills faster than using a foreign language (6).

Likewise, language professionals also claim that in the early years of development, learning is more facilitated when the language used in teaching and on the learning, resources are like that which their parents, siblings, and friends speak. In addition, using a familiar language to

teach beginning literacy helps learners understand sound-symbol or meaning-symbol correspondence. When students know the language, learning to read is most efficient and students can employ psycholinguistics guessing games (6). Learning to communicate through writing is facilitated as soon as they become familiar with the orthographic rules (or other written) system of language (2).

As observed, there are perennial problems that confront teachers, especially during this time of pandemic where face-to-face interaction is strictly prohibited. During the conduct of home visitation by the teachers, it was found out that most of the pupils have difficulty in accomplishing their self-learning modules due to poor reading skills and study habits and lack of reading resources for MTB-MLE or the vernacular like the illustrated storybooks.

Current reading research, which stresses the interactive, constructive nature of reading, suggests the need for all students (especially struggling ones) to become “constructively responsive” readers and “thoughtfully literate” individuals who are engaged, motivated readers in control of their own learning (4). This type of constructively responsive, thoughtful, and engaged reading clearly involves much more than simply having good decoding skills, an adequate reading vocabulary, and an ability to recall what the text said. Accordingly, the constructivist theoretical perspective views reading as an active, constructive, meaning-making process (3). Learning from text, like all learning, demands readers who are “strategically engaged in the construction of meaning” (Alexander & Jetton, 2000 (1), as cited by Ciampa, 2012) (4).

A reader’s goals, beliefs, and attitudes toward reading both printed and electronic texts can greatly influence how he or she employs cognitive reading strategies while reading such texts (4; 5). Thus, comprehension is also dependent upon a reader’s motivation and interest to simultaneously connect and apply one’s prior knowledge of topic to locate, understand, and use information effectively. To effectively motivate the pupils to have an interest in reading, some teachers have provided illustrated storybooks. From the illustrations presented in the storybooks, pupils can easily understand the context of the book.

Illustrated stories for young readers are building blocks that promote literacy, vocabulary skills, sentence structure, and story analysis. For young readers, illustrated stories are an important part of learning how to read. Usually, this type of format marks the first step in introducing a child to reading and is often the start of language development for many children. Libraries that include illustrated stories to promote literacy to young readers are boosting beginner-level vocabulary skills, introducing sentence structure, and developing story analysis.

There are some schools nowadays, especially during this pandemic, has provided illustrated storybooks to Grade I pupils in the hope that this will help them learn how to read. Like in L. Cabahug Elementary School, where modular distance learning is implemented, the researcher being the Grade I teacher is in doubt whether her pupils will be able to learn how to read. Thus, she provided reading materials like the illustrated storybooks to help the parents and learning facilitators in assisting and guiding the pupils to read.

It is in this premise that the researcher decided to conduct this study to evaluate if giving additional learning materials to the pupils who are learning at home like the illustrated storybooks as preferable reading materials will aid in improving the reading interest of the Grade I pupils. A proposed 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 into worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study evaluates the level of reading interest of the Grade I pupils before and after the utilization of illustrated storybooks of L. Cabahug Elementary School, District VII, Ormoc City Division. A proposed improvement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of reading interest of the Grade I pupils before the utilization of illustrated stories books?
2. What is the level of reading interest of the Grade I pupils after the utilization of illustrated stories books?
3. Is there a significant difference in the level of reading interest of the Grade I pupils before and after the utilization of illustrated stories books?
4. What can improvement plan on illustrated storybooks be proposed based on the findings of this study?

II. Methodology

Design. This study employed the Quasi-Experimental research design employing the pretest and post-test to evaluate the level of reading interest of the Grade I pupils before and after the utilization of illustrated stories. L. Cabahug Elementary School, District VII, Ormoc City Division, is the main locale of the study. The 22 Grade I pupils enrolled in the said locale are the main respondents of the study, and an Elementary Reading Attitude Survey (ERAS) formulated by McKenna and Kear (n.d.) in their study on Measuring Attitude Towards Reading was used. This research is focused on evaluating the reading interest of the Grade I pupils before and after the utilization of illustrated storybooks and their relationship. A Proposed Improvement Plan on illustrated storybooks based on the findings of the study is the output.

Sampling. There were 22 Grade I pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

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 were 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 administration of the questionnaire was done face-to-face during the conduct of Home Visitation by the researcher. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. 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 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 a face-to-face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study was signed.

Treatment of Data. The Simple Percentage and Weighted Mean were employed to evaluating the reading interest of the Grade I pupils before and after the utilization of illustrated storybooks. T-test of mean difference was used to determine the significant difference between the dependent and independent variables of the study.

III. Results and Discussion

Table 1

Reading Interest of Grade I Pupils Before the Utilization of Illustrated Story Books (N=22)

Score Range	Description	PRETEST	
		Frequency	%
3.26-4.00	Very High	7	32
2.51-3.25	High	7	32
1.76- 2.50	Low	5	23
1.00-1.75	Very Low	3	13
Total		22	100
Weighted Mean		2.76	High

Table 1 presents the reading interest of the Grade I pupils before the utilization of illustrated storybooks. It was revealed on the table that among the 22 pupils tested, 7 or 32% have very high interest. This means that these pupils are already learning how to read. They are fast-learning pupils, and they already excel in class during their kindergarten. This implies that these pupils need enhancement activities to maintain their performance.

Moreover, among the 22 pupils tested, 7 or 32% have a high reading interest before the utilization of illustrated storybooks. This means that these pupils possess the basic knowledge of beginning reading. This implies that these pupils need supplementary materials to improve their interest in reading. They need to be motivated to improve their interest in reading.

Furthermore, among the 22 Grade pupils tested, 5 or 23% have low reading interest before the utilization of illustrated storybooks. This means that these pupils lack the interest to learn how to read. This implies more activities, supplementary materials, and motivation to be given in order for them to improve their reading interest. They also need more assistance and guidance from their parents, learning facilitators, and teachers.

Finally, among the 22 Grade I pupils tested, 3 or 13% have very low reading interest before the utilization of illustrated storybooks. This means that these pupils need more time and attention in teaching them how to read. This implies that teachers had to provide intervention to improve their interest in reading. They need supplementary reading materials like the illustrated storybooks.

Table 2
Reading Interest of Grade I Pupils After the Utilization of Illustrated Story Books (N=22)

Score Range	Description	POST-TEST	
		Frequency	%
3.26-4.00	Very High	11	50
2.51-3.25	High	6	27
1.76- 2.50	Low	4	18
1.00-1.75	Very Low	1	5
Total		22	100
Weighted Mean		3.41	Very High

Table 2 presents the reading interest of Grade I pupils after the utilization of storybooks. It was revealed on the table that the reading interest of the Grade I pupils after the utilization of the illustrated storybooks has a grand mean of 3.41, which is interpreted as very high. This means that the illustrated storybooks are effective learning materials to improve the reading interest of the Grade I pupils. This implies that exposing pupils to varied and differentiated reading materials as the illustrated storybooks help in improving the interest of the pupils. This implies further that when the pupils are interested in reading, they can easily learn how to read. And when these pupils are exposed to these materials, they will look for somebody to assist them in order to read.

Table 3
Test of Difference

Subject	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 1 Pupils	Pre	2.76	2.114	1.769	Reject H ₀	Significant
	Post	3.41				

Table 3 presents the test of the relationship between the pretest and post-test results. It was revealed on the table that the computed t of 2.114 is greater than the critical value of t of 1.769 at a .05 level of significance, so the null hypothesis is rejected. This means that there is a significant difference between the pretest and post-test scores. The pretest of 2.76 and post-test of 3.41 show a significant difference. This implies that pupils exposed to illustrated storybooks have increased their reading interest. This implies further that illustrated storybooks help improve the reading interest of the Grade I pupils.

IV. Conclusion

The data revealed that there is a significant difference between the pretest and post-test performances of the Grade I pupils before and after the utilization of illustrated storybooks. Thus, illustrated storybooks are effective in improving the reading interest of the pupils.

V. Recommendations

1. The proposed improvement plan on illustrated storybooks formulated should be utilized;
2. Teachers should provide varied and differentiated learning materials like illustrated storybooks to improve the reading interest of the pupils;
3. Teachers should create more illustrated storybooks for the pupils;
4. Teachers should encourage the parents or learning facilitators to guide and assist the pupils in reading or utilizing the illustrated storybooks lend to them;
5. School Heads provide the necessary materials for the construction of illustrated storybooks for the pupils;
6. School Heads should conduct mentoring and provide technical assistance to teachers, especially in the construction of illustrated storybooks; and

7. Future researchers should replicate this study to include different locales and include different variables aside from the ones mentioned in this study.

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