

Effectiveness of Teacher-Made Small Books in Improving the Comprehension Skills of Grade 3 Pupils

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Abstract —Providing appropriate and relevant learning resources to the learners is important in achieving success in learning. Considering the implementation of full blast face-to-face classes, the researcher found out that most of the pupils have difficulty in understanding the story and passages read, thus, making them unable to achieve the desired target for the subject. With this premise, this research endeavor had come into realization to evaluate the effectiveness of teacher-made small books in improving the comprehension skills of the Grade 3 pupils as intervention materials in teaching. A quasi-experimental research design employing pre-test and post-test comprehension skills from the passages crafted by the researcher with comprehension questions. These materials were the tools used by the researcher to measure their pre-test and post-test performances. Moreover, lesson plans were crafted highlighting the utilization of teacher-made small books in the teaching-learning process. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the pre-test and post-test performances of the Grade 3 pupils in comprehension before and after the utilization of teacher-made small books in teaching and learning process. The contextualized reading passages, colorful illustrations and choices of words used in every passage has helped in guiding the readers to easily understand the story found in the teacher-made small books thus, making it an effective learning resource to help improve the comprehension skills of the pupils.

Keywords — *Effectiveness, Teacher-Made Small Books, Comprehension Skills, Grade 3 Pupils*

I. Introduction

The purpose of reading is comprehension-getting the meaning from written text based on background knowledge, experiences and many others and be able to connect to personal life. On the other hand, the major goal of reading comprehension instruction is to help learners develop their knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. Without comprehension, reading is a frustrating, pointless exercise in word calling.

Over the past decades, research has revealed a great deal of information about how readers get meaning from what they read and about the kinds of instructional activities, materials and procedures that are most successful in helping learners to become good readers. For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing, and contrasting, sequencing, and knowing the meaning of the words and meaning convey in the story. Comprehension was viewed as the mastery of these skills.

The ability to read and comprehend are essential skills for learners to survive and understand how society works because most information is presented through written text. Reading comprehension is a critical learning skill for all students (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), 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, analyzing the authors points of view and aim for writing and gaining knowledge of new words are all very important reading skills that support reading comprehension (Ruiz, 2015). 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 (Clarke, Truelove, Hulme, & Snowling, 2013). The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011).

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 (Hoeh, 2015; Mason, 2004). 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 (Sloat, Beswick, and Willms, 2007; Woolley, 2011). As an intervention for this not to happen to the pupils, teachers provided reading materials and other activities which will aid them in learning to read.

Not only is reading comprehension a valuable skill for learning in school, but in order to successfully interact in everyday life, individuals need reading skills to read and understand labels, directions, job application forms, and newspapers (Chatman, 2015) and most specifically contextualized materials. Also, individuals need reading skills to be able to have and maintain a job and successfully engage in different daily activities (Hoeh, 2015; Mahdavi, & Tensfeldt, 2013), and live independently (Hoeh, 2015). The need for reading comprehension becomes very critical when thinking about the negative consequences of not being able to read in critical situations. For instance, not being able to read and comprehend dosage directions on a bottle of medicine or caution on a container of dangerous chemicals may put the individuals in a very dangerous situation that threatens their safety and lives (Marshall, n.d.). Those who do not possess the ability to understand what they are reading are put at a disadvantage in every educational and personal life situation (Blair, Rupley, & Nichols, 2007). Reading comprehension skills are the most important skills to be learned by individuals at an early stage of schooling.

During the first two months of face-to-face classes at this school, the researcher who is at the same Grade 3 teacher conducted literacy assessment to the pupils. The result shows that among the 21 pupils enrolled for this school year, only 2 are independent readers, 4 are instructional readers, 8 frustration readers and 7 are non-readers. This shows that these pupils possess learning losses. They need proper and abrupt attention to address their learning needs.

As part of the learning recovery program, the schools in different parts of the country had initiated intervention programs and projects to address the problems on reading comprehension skills where most of the pupils are suffering at. Thus, this study had come into being, for the researcher who is an advocate in helping the pupils learn to read and comprehend what has been read, is interested in evaluating the effectiveness of teacher-made small books which she herself crafted. Hoping that these materials will help improve the reading performance of the Grade 3 pupils in her class. 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 a grade 3 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of teacher-made small books in improving the comprehension skills of Grade 3 pupils in Libas Elementary School of Merida District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

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

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of teacher-made small books in improving the comprehension skills of Grade 3 pupils for School Year 2022-2023. Libas Elementary School, Merida District, Leyte Division is the main locale of the study. The 21 Grade 3 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made reading passages and comprehension questions based on the 2nd Quarter Most Essential Learning Competencies (MELCs) in English Reading is used as pre-test and post-test before and after the intervention was given. A lesson plan in reading highlighting the utilization of small books with stories and comprehensions was crafted and used during the data gathering as intervention for the study. Moreover, small books with stories focusing on the development of comprehension skills was formulated as an aid in teaching English. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of teacher-made small books in improving the comprehension skills of the Grade 3 pupils through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 21 Grade 3 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools 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. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the

respondents. After accomplishing the pre-test, intervention was given within four weeks. The utilization of teacher-made small books to improve the comprehension skills of the Grade 3 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade 3 pupils before and after the utilization of teacher-made small books in teaching comprehension skills. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 3 pupils in comprehension skills.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grade 3 Pupils in Comprehension

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	2	10
13-16	Very Good	9	43
9-12	Good	5	23
5-8	Fair	4	19
0-4	Poor	1	5
Total		21	100
Weighted Mean		11.67	Good

Table 1 presents the pre-test performance of the Grade 3 pupils in comprehension skills before the utilization of teacher-made small books in teaching and learning. It was revealed

on the table that among the 21 Grade 3 pupils, 2 or 10% got a score of 17-20 which is interpreted as excellent. This means that these pupils have background knowledge in understanding the story read. This implies that these pupils need enhancement activities to sustain their performance. Moreover, the table also shows that among the 21 Grade 3 pupils, 9 or 43% got a score of 13-16 which is interpreted as very good. This means that before the utilization of teacher-made story books, there are pupils who have very good reading comprehension skills. This implies that during their previous grade level, there are comprehension skills mastered by these pupils. Further, it is shown on the table that among the 21 Grade 3 pupils, 5 or 23% got a score of 9-12 which is interpreted as good. This means that these pupils have little knowledge in understanding the story they read. Thus, they need intervention to address their needs. Also, this table shows that among the 21 Grade 3 pupils, 4 or 19% got the score of 5-8 which is interpreted as fair. This means that it is important that pupils are able to comprehend the text they are reading. The ability to read and comprehend are essential skills for learners to survive and understand how society works because most information is presented through written text. Besides, the table shows that among the 21 Grade 3 pupils 1 or 5% got a score of 0-4 which is interpreted as poor. This means that these pupils need contextualized reading materials which will help them understand the text they are reading. This implies that intervention activities should be given to these group of pupils to help them achieve literacy performance. Lastly, the table revealed that the pre-test performance of the Grade 3 pupils in comprehension has an average mean of 11.67 which is interpreted as good. This means that there are pupils who have the background knowledge in understanding the story read before the utilization of teacher-made story books but most of them scored low in the pre-test. This implies that most of the pupils need intervention activities to improve their performance in comprehension skills. Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. Academic success also requires students to be able to understand, analyze, and apply information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2013). The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011).

Table 2
Post-Test Performance of the Grade 3 Pupils in Comprehension

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	13	62
13-16	Very Good	8	38
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		21	100
Weighted Mean		17.42	Excellent

Table 2 presents the post-test performance of the Grade 3 pupils in comprehension after the utilization of teacher-made story books in teaching and learning. It was revealed on the table that after the utilization of teacher-made small books, the 21 Grade 3 pupils, 13 or 62% got a score of 17-20 which is interpreted as excellent. This means that after the utilization of the teacher-made small books, the comprehension levels of the Grade 3 pupils have increased. This implies that the intervention activities given to the pupils have great impact in improving their comprehension skills. Moreover, the table also revealed that among the 21 Grade 3 pupils 8 or 38% got a score of 13-16 which is interpreted as very good. This means that these pupils had improved their performance after utilizing the teacher-made small books in teaching and learning comprehension skills. This implies that the teacher-made small books which are contextualized and show guide to easily understand the text in the small books has been very useful in improving the comprehension skills of the pupils. Teaching strategies do not satisfy the needs of the pupils to learn the basic knowledge in reading. It needs more instructional materials to be utilized by them during the teaching and learning process. Instructional materials are the resources that teachers use to deliver instruction. It can help students learn and improve student success. Ideally, the instructional materials will be personalized to the context in which they're being used, to the students in whose class they are being used, and to the teacher. Instructional materials have one thing in common, that is the ability to support student learning (The Importance of Learning Materials in Teaching, 2016).

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
of the Grade 3 Pupils in Comprehension

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 3 Pupils in Comprehension	11.67	17.42	1.871	0.791	Reject H ₀	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test performances of the Grade 3 pupils before and after the utilization of teacher-made small books in teaching and learning process. It was revealed on the table that the test of difference between the pre-test and post-test has computed t of 1.871 which is greater than the critical value of t of 0.791, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade 3 pupils in comprehension before and after the utilization of teacher-made small books in teaching and learning the skills. This implies that the teacher-made small books are effective instructional materials to help improve the comprehension skills of the Grade 3 pupils. Instructional materials are determined as resources that sort and help instruction, such as books, activities, and supplementary resources (Remillard & Heck, 2014). They strengthen the teaching/learning process by presenting information needed to obtain knowledge and skills (Dumpang et al, 2021). Instructional materials are the tools used to educate learners and help the teaching-learning process be more effective and meaningful. According to Ogaga et.al, (2016) instructional materials and their usage have a profound influence on student academic performance and achievement. Moreover, the utilization of teacher-made small books has helped the Grade 3 pupils improve their comprehension skills as it is shown in the mean of the pre-test of 11.67 which increases to 17.42 in the post-test after giving the intervention.

IV. Conclusion

The study revealed a significant difference in the pre-test and post-test performances of the Grade 3 pupils in comprehension before and after the utilization of teacher-made small books in teaching and learning process. The contextualized reading passages, colorful illustrations and choices of words used in every passage has helped in guiding the readers to easily understand the story found in the teacher-made small books thus, making it an effective learning resource to help improve the comprehension skills of the pupils.

V. Recommendations

1. The proposed improvement plan formulated should be utilized.
2. Teachers should utilize the teacher-made small books crafted by the researcher for it was proven to be effective.
3. Teachers should learn to craft the teacher-made small books which can be utilized by them during the teaching of comprehension skills in English.
4. Teachers should provide additional reading materials to improve the comprehension skills of the pupils.
5. Teachers must attend training or LAC sessions on the construction and utilization of teacher-made small books during the teaching-learning process.
6. School Heads should allocate the budget for the procurement of materials to be used in the production and construction of teacher-made small books.
7. School Heads should spearhead in the crafting of training design and LAC plan for trainings and LAC sessions for the improvement of teaching-learning process of teachers most especially in the improvement of learning resource materials in English reading.
8. School Heads should identify possible resource people who can share their expertise in the formulation and construction of teacher-made small books.
9. School Heads should provide technical assistance to teachers in terms of teaching reading comprehension skills.
10. School Heads should regularly monitor the teaching-learning process of teachers.
11. School Heads should maximize the time in providing appropriate technical assistance based on the needs of the teachers in teaching comprehension skills.
12. School Heads should submit the crafted teacher-made small books for quality assurance.
13. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the pupils; and
14. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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After she graduated her bachelor's degree, she taught Korean students as an English teacher at English Fella Educational Corporation Inc., Cebu City in the year 2012-2015. In the year 2016, she was hired in the DepEd and taught Grade 6 pupils at Minesite Elementary School. Then, after 3 years, she was transferred to another station and handled Grade 1 pupils at Puerto Bello Elementary School. Finally, in the year 2022, she was transferred to Libas Elementary School, Libas, Merida, Leyte and currently teaching Grade 3 pupils. She also attended series of webinars/seminars and trainings to increase his professional growth as a teacher.