

Effectiveness of the Contextualized Reading Resources to the Performance of Grade 4 Pupils in English

WAREN M. GERUNDIO
Teacher II
Western Leyte College
Master of Arts in Education
Major in Elementary Education
waren.gerundio029@deped.gov.ph

Abstract — Reading is the most essential skill in learning. Learning about other areas is a waste if pupils cannot read. So, teachers must formulate innovative projects or interventions to help struggling pupils to learn to read. Thus, this study was formulated to evaluate the effectiveness of the intervention presented in assisting the pupils to learn to read to achieve positive learning outcomes in English. Utilizing the researcher-made reading test as the pre-test and post-test and the crafted contextualized reading resources as intervention materials in teaching English to improve the performance of the pupils, the researcher is hopeful that effectiveness is attained evaluating the results using the simple percentage and t-test of mean difference as statistical tools. The study revealed a significant difference in the performances of the Grade 4 pupils before and after the utilization of contextualized reading resources in teaching English. The utilization of contextualized reading resources motivates the pupils to learn, able to use their schema in understanding the text, connect the text and context, and can boost pupils' confidence because reading instructions are within their framework. Thus, making it an effective learning resources in improving the performance of the Grade 4 pupils in English.

Keywords — *Effectiveness, Contextualized Reading Resources, Performance, Grade 4 Pupils, English*

I. Introduction

The ability to read and comprehend are essential skills for students to survive and understand how society works because most information is presented through text. Prior research shows that reading helps mental development (Van, 2009; Yaseen, 2013). Seminal contributions have been made by Ogbodo (2002), Bhan & Gupta (2010), and Singh (2011) have done work on reading and it shows a promising effect on the overall development of the students, especially for their academic journey. A series of recent study has indicated that the ability to comprehend helps the academic performance of the students. Cimmiyotti (2013) stated that reading is fundamental at all levels of the educational system because all subjects in the course involve reading and this will lead to better academic performance.

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, analyze 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).

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 (Chatman, 2015). 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). That is why reading comprehension is an important skill which pupils must acquire at an early year of schooling. But how can this be achieved where most of the pupils were unable to understand what they are reading. Apparently, some of the pupils have difficulty in recognizing the words. In fact, during the reading assessment in the previous school year, it was found out that there are still pupils who have difficulty in understanding the thought of the story read the reason of having low performance in English. They need intervention to address their learning gaps. Thus,

providing the contextualized reading activities will help improve the performance of the pupils in English.

It is in the rationale that the researcher who is currently a grade 4 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 on the utilization of contextualized reading resources to the performance of the Grade 4 pupils in English of Balion Elementary School, Ormoc District V, Ormoc City Division for School Year 2023-2024. 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 performance of the Grade 4 pupils before the utilization of contextualized reading resources in teaching?
2. What is the performance of the Grade 4 pupils after the utilization of contextualized reading resources in teaching?
3. Is there a significant difference in the performances of the Grade 4 pupils before and after the utilization of contextualized reading activities in teaching?
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 on the utilization of contextualized reading activities in improving the performance of the Grade 4 pupils in English for School Year 2023-2024. Balion Elementary School, Ormoc District V, Ormoc City Division is the main locale of the study. The 28 Grade 4 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. The instrument to be used in this study is a researcher-made reading test. There are four different reading passages of which each have 5 comprehension questions. A total of 20 questions will be given to the pupils to determine their level of comprehension. The test will be conducted before and after the utilization of contextualized reading activities in teaching English. Moreover, the researcher will formulate contextualized reading resources like small books, short stories, and reading passages from books and other materials which will be utilized by the pupils during the teaching-learning process. Aside from the contextualized reading resources, the researcher also will formulate lesson plans where integration on the utilization of contextualized reading resources is highlighted. These materials will be submitted to the District English Coordinator and School Head for validation and quality assurance before it will be given to the pupils for utilization. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness on the utilization of contextualized

reading resources to the performance of the Grade 4 pupils in English 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 28 Grade 4 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. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The utilization of contextualized reading resources in Grade 4 pupils in English 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 4 pupils before and after the utilization of contextualized reading resources in English. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 4 pupils in English.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 4 Pupils in English

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	2	7
13-16	Very Good	2	7
9-12	Good	15	54
5-8	Fair	8	28
1-4	Poor	1	4
Total		28	100
Weighted Mean		10.25	Good

Table 1 presents the performance of Grade 4 pupils in English before the utilization of contextualized reading resources in teaching English. It was revealed on the table that among the 28 Grade 4 pupils enrolled in the current school year, 2 or 7% got a score of 17-20 which is interpreted as excellent. Though it is just the beginning of the school year, it is expected that there are pupils who are exceptional and can already read. This means that they are independent in terms of achieving the required reading levels for the grade. This implies that these pupils need enhancement activities to maintain or sustain their excellent performance. Moreover, the table shows that 2 or 7% of the pupils got a score of 13-16 which is interpreted as very good. This means that these pupils have the capacity to read the words correctly and can understand some of the terms used in the passages. These pupils need reinforcement activities so that their performance will still improve. More reading materials will be provided to them. Further, the table also shows that among the 28 Grade 4 pupils, 15 or 54% got a score of 9-12 which is interpreted as good. This means that these groups of pupils need more reading activities and materials. The teacher needs to provide contextualized reading resources for easy understanding of the passages read. They need additional reading intervention activities for practice and retention. Likewise, among the 28 Grade 4 pupils, 8 or 28% got a score of 5-8 which is interpreted as fair. This means that these pupils need intervention activities to improve their performance in English. This implies that these pupils have difficulties in understanding the text they are reading. Finally, the table shows that there is 1 or 4% got a score of 1-4. This means that this pupil has a hard time in learning the lessons. This pupil needs intervention activities to help him/her achieve literacy performance. Additionally, the table shows that the performance of Grade 4 pupils in English before the utilization of contextualized reading resources, has an average weighted mean of 10.25 which is interpreted as good. Though at the start of the classes, most of the pupils got good results in their pre-test performance, they need to achieve higher performance outcomes. This means that their level of understanding must

be of the grade where they are in. This implies that the teacher must need to contextualize the materials she uses in her lessons in English to have better understanding on the text that the pupils are reading. Thus, a need to contextualize the reading resources used in the lessons in English. For better understanding of the words used in the text, materials which are available in the community are used.

Table 2
Post-Test Performance of Grade 4 Pupils in English

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	24	86
13-16	Very Good	4	14
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		28	100
Weighted Mean		18.46	Excellent

Table 2 presents the post-test performance of the Grade 4 pupils in English after the utilization of contextualized reading resources. It was revealed on the table that among the 28 grade 4 pupils tested, 24 or 85% got a score of excellent. This means that after utilizing the intervention provided for the pupils, their performance in English increased making it an effective strategies or approach and materials in teaching English. This implies that the materials and activities provided to the pupils are effective and infect a positive learning outcome. Moreover, the table also shows that 4 or 14% got a score of 13-16 which is interpreted as very good. This means that these pupils need enhancement activities to improve their reading performance. This implies that more reading resources will be provided to these group of pupils for further understanding of the text they are reading and that of the competencies conveyed to make it more meaningful to the pupils. Finally, the table revealed that after the utilization of contextualized reading resources in teaching English, the weighted mean reached to 18.46 which is interpreted as very good. Very good is not bad since it is still in the 1st quarter of the school year. This implies that the contextualized reading resources which are crafted and created by the teachers has great impact in improving the performance of the pupils in English. The activities and materials which are familiar to the pupils and the way the teacher presented the lesson utilizing the contextualized reading resources has contributed much to the attainment of the educational goals of the pupils. The result of the present study was supported by Krause et al. (2016). He conversed that the use of content contextualization is supported by three principles: prior knowledge, promoting conceptual change, and promoting metacognition. Firstly, contextualized content instruction

activates the learners' prior knowledge and promotes more effective problem solving. Students can retain information better if things can be related to their daily life. Secondly, an improvement in learning is evident when content contextualization activities are interactive and engaging that motivates students with a concept relevance. Thirdly, contextualization of content helps students reflect on their learning to link ideas from a recognizable tangible context of an abstract idea so they can distinguish their own personal association to these ideas.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
Performance of Grade 4 Pupils in English

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 4 Pupils in English	Pre	10.25	1.521	0.992	Reject H ₀	Significant
	Post	18.46				

Table 3 presents the test of difference in the pre-test and post-test performances of the grade 4 pupils in English before and after the utilization of contextualized reading resources of which the pre-test got a weighted mean of 10.25 which increases to 18.46 after the intervention. The result shows that the computed value or t of 1.521 is greater than the critical value of t, which is 0.992, so null hypothesis is rejected. This means that there is a significant difference in the performances of the Grade 4 pupils before and after the utilization of contextualized reading resources in teaching and learning English. This implies that the activities which are common and familiar to the pupils and the materials used which attract the pupils to read contributed to the achievement of the study. According to Berns and Erickson (2005) as cited by Bonganciso (2016), contextual learning theory assumes that learning makes sense if the learners can deal with novel data within their own frame of reference. Through this learning approach, the learner's mind will look for the meaning of the text within the context, that is the reader's mind will associate what is written in the page to his/her previous knowledge and experiences so that the text will emerge valuable (Bonganciso, 2016) thus, experiences of pupil contribute to understanding the lessons conveyed. This must be the reason why contextualizing the reading lesson is required in developing reading comprehension skills, because it provides a way to develop not only the content knowledge of the reader but also in improving career-related opportunities, since students will be reading an article based on their field of interest (Berns & Erickson, 2005 & Bonganciso, 2016) making the contextualized reading resources formulated is effective in improving the reading performance of the pupils at the same time improving the performance in English.

IV. Conclusion

The study revealed a significant difference in the performances of the Grade 4 pupils before and after the utilization of contextualized reading resources in teaching English. The utilization of contextualized reading resources motivates the pupils to learn, able to use their schema in understanding the text, connect the text and context, and can boost pupils' confidence because reading instructions are within their framework. Thus, making it an effective learning resources in improving the performance of the Grade 4 pupils in English.

V. Recommendations

1. Utilize the proposed improvement plan formulated.
2. Contextualizing reading resources may be an alternative approach in teaching English and must be used by the teachers.
3. The Department of Education may fully support the continuing professional development of students based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential for their success in the curriculum.
4. Conduct related free training and seminars to the elementary teachers to help empowered and sustained their knowledge in teaching English.
5. Teachers must extend extra time in teaching reading to the struggling readers utilizing the contextualized reading resources.
6. Teachers must be knowledgeable in providing additional learning support materials to the pupils through contextualizing these materials.
7. Teachers must attend training or LAC sessions on contextualization, and
8. 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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AUTHOR'S PROFILE**MS. WARREN M. GERUNDIO**

The author is Ms. Waren M. Gerundio. She was born on December 31, 1994 at Brgy. Guintigui-an, Ormoc City, Leyte. She finished her Elementary Education at Guintigui-an Elementary School, Brgy. Guintigui-an, Ormoc City, Leyte in the year 2005-2006. She continued her quest for education and able to finish her secondary education at Genaro B. Lureñana National High School, Brgy. San Jose, Ormoc City, Leyte in the year 2010-2011. She pursued her college degree and finished Bachelor in Elementary Education at Visayas State University-main campus, Baybay City, Leyte in the year 2014-2015. She took up Master of Arts in Education major in Elementary Education and finished her course with complete academic requirements at Western Leyte College of Ormoc City, Inc.

After she graduated her bachelor's degree, she was teaching in the following schools: One (1) year in Doane Baptist School-Isabel Leyte and two (2) years in St. Peters College of Ormoc as classroom adviser in the year 2016-2019. In the same year 2019, she was hired in DepEd and currently teaching in Grade 4 pupils at Balion Elementary School, District V, Ormoc City Division. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.