CONTEXTUALIZED ENGLISH READING PROFICIENCY TOOLKIT: ENHANCE PUPILS' ENGLISH READING ABILITY

Quimbo, Irene C.

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RESEARCH APPROVAL SHEET

The action research approval attached hereto, entitled "CONTEXTUALIZED ENGLISH READING PROFICIENCY TOOLKIT: ENHANCE PUPILS' READING ABILITY," funded by Basic Education Research Fund (BERF), prepared and submitted by IRENE C. QUIMBO, KIBACANIA ELEMENTARY SCHOOL, FOR SCHOOL YEAR 2019 – 2020, is hereby accepted and approved by the division research committee.

ARIEL B. MONTECALBO, PhD
SEPS Planning & Research/Member

12/17/19
Date Signed

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CID Learning Area Concerned/Member
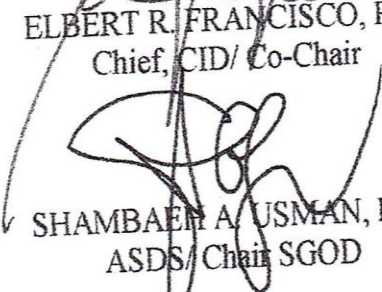
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OIC Chief, SGOD/ Co-Chair

12/23/19
Date Signed

ELBERT R. FRANCISCO, PhD
Chief, CID/ Co-Chair

12/23/19
Date Signed

SHAMBAEH A. USMAN, PhD
ASDS/ Chair SGOD

12/23/19
Date Signed

RANDOLPH B. TORTOLA, PhD
SDS/Adviser

12/23/19
Date Signed

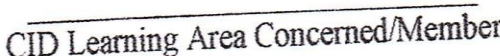E - Saliksik
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CONTEXTUALIZED ENGLISH READING PROFICIENCY TOOLKIT: ENHANCE PUPILS' ENGLISH READING ABILITY

IRENE C. CULASTE-QUIMBO
Master Teacher I
Kibacania Elementary School
District of Quezon I
Schools Division of Bukidnon
Region X
irene.quimbo@deped.gov.ph

Abstract

The Department of Education has introduced numerous intervention and remediation programs to address the reading needs of learners. Despite these, data showed that the majority of the learners still have reading problems when they reach higher grade levels. Henceforth, the study experimented with the innovation of – Contextualized English Reading Proficiency Toolkit (CERPT) to help the learners of Kibacania Elementary School improve their reading ability level. All the pupils were exposed to CERPT. A pre-experimental research design was employed in this study. Findings revealed that the learners' reading ability level enhanced from frustration to instructional. There was a significant difference in the learners' reading ability levels before and after exposure to CERPT. Thus, the study commends the use of CERPT to help in the improvement of the learners' reading ability level.

Keywords: contextualized, reading ability level, reading toolkit, frustration, instructional

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Above all, to God who provides me with more than I ever need. I bring Him back all the glory, honor, and praise. I owe everything to Him.

Context and Rationale

Success in reading is critical to success in school and reading problems will influence every facet of a child's academic achievement. Therefore, early reading is so important. Children who learn to read early go on to develop exceptional reading skills and achieve greater academic success in school. When kids fall behind in reading, they also lag in other subject areas and will struggle with schoolwork. They become discouraged, lose motivation, fall further behind, and it becomes a vicious cycle downwards.

DepEd has presented programs to affect the reading needs of learners. It issued DepEd Order No. 45 s. 2002 or Every Child A Reader Program (ECARP) as a national program with a goal that every child will be a reader by the time, they finish grade three. Numerous intervention and remediation programs had been conducted by teachers to address the call of DepEd. However, data showed that most of the learners reaching grades four and above still have difficulties in their reading proficiency level.

In fact, the Philippine – Informal Reading Inventory (Phil-IRI) English Post–Test result in Kibacania Elementary School for the academic year 2018–2019 revealed that 24% of the grades four to six learners were frustrated readers, 31% were instructional readers, and 36% were independent readers. When examined closely by the class advisers through the individual oral reading of graded passages, it was found that the frustrated readers were having word recognition problems on words with consonant blends and consonant digraphs. It was also found out that both frustrated and instructional readers had problems with fluency, vocabulary, and reading comprehension. This result emerges and replicates a depressing level of reading proficiency by the learners.

Krause, et. al. (2016) 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 motivate 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.

Bonganciso, 2016 conducted a study on the effects of Contextualized Teaching and Learning on the reading comprehension performance of thirty-three Bachelor of Science in Information Technology students. Results revealed that there was a significant increase in the reading comprehension performance of the students from the pretest to the posttest. Hence, positive effects on the learners' reading comprehension performance are visible when reading tasks given were contextualized.

Subsequently, this gave light to the researcher to design a Contextualized English Reading Proficiency Toolkit (CERPT) to address the English reading needs of the learners. Reading resources shall be within the concern and within the context of the learners to foster higher performance in reading proficiency.

Particularly, the purpose of this study was to see if the use of CERPT greatly enhances the English reading proficiency level of grades one to six learners in Kibacania Elementary School for the academic year 2019 – 2020. Thereby making them independent readers.

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Innovation Used

It is well established that contextualization significantly affects pupils' academic performance. It encourages good student engagement and enhances student learning abilities. Contextualization is described by Berns & Ericson (2005) as the idea in teaching and learning that connects the lesson or the substance of a subject matter into a real-world situation. Contextualization was defined by Mazzeo, Rab, and Alssid (2003) as instructional strategies created to seamlessly integrate the learning of fundamental abilities to knowledge related to careers through teaching and learning that focuses only on real applications in a particular setting.

According to Moghaddas (2013), contextualization is a significant learning process that takes place when ideas and principles from different fields are connected. This indicates that to make learning meaningful to students, teachers must situate the goal skill in an authentic setting. When a teacher organizes, designs, and creates instructional learning activities, context should be considered.

Lev Vygotsky's Social Constructivism thesis (Aljasan, 2011 in Bonganciso, 2016), one's first notion of their knowledge is influenced by their social environment. According to social constructivists, learning is a dynamic process, and learners should be responsible for uncovering their own principles, ideas, and realities. Thus, it is suggested to emphasize the value of critical reading education and to promote it.

Constructivists believe that learning is a dynamic process that arises from self-constructed meanings and that there is a meaningful connection between prior knowledge and the current learning activity, according to Curpoz & Salandan (2006 in Bonganciso, 2016). They went on to explain that this is based on the idea that every learner creates and reconstructs

meanings in light of prior knowledge. With the goal of creating new meaning, they keep thinking back on and assessing their prior learning.

The Social Constructivism Theory focuses on the learners' prior knowledge and experience when discussing how to teach reading comprehension. Readers must also draw on prior information to fully comprehend what the book is attempting to express (Kukla, 2000).

According to the notion of contextual learning, learning occurs when one can make a connection between the context and the text's content. In other words, the lesson or the reading material must be relevant to the students' interests and be well-known to them. Contextualized learning is required because this study is geared toward primary school students in order to pique their interest and improve their reading performance. Students must apply the material to the world in a variety of ways, and teachers must give specialized teaching.

Resnick (n. d.) claims that the education department prioritized conceptualization and symbol manipulation over learning skills that are applicable outside of the classroom or in the real world. Decontextualizing the lecture, she continued, renders the material useless since the kids are unable to relate to it.

Moghaddas (2013) identified various sources for the contextualization's component parts. Sources include interdisciplinary teaching and learning, in which different types of educational material are combined to meet the needs of the students; learner experiences outside of school, which recognizes the importance of the students' outside-of-school experiences inside the classroom; cooperation and collaboration among teachers to determine authentic materials in teaching, which applies teachers teamwork in identifying the real material.

The Contextualize English Reading Proficiency Toolkit (CERPT) is a teacher–made English reading resource. This is an initiative to address the gap in English reading proficiency

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levels of the Kibacania Elementary School learners. It focuses on the development of phonemic awareness, beginning reading, word recognition, fluency, vocabulary and reading comprehension skills. It aims to enhance the English reading ability level of our pupils. Thereby making our pupils independent reareaders.

The CERPT consists of four workbooks; phonemic awareness for workbook 1, beginning reading for workbook 2, word recognition and comprehension for workbook 3, and developing reading comprehension for workbook 4.

The first workbook, called Phonemic Awareness, is intended to aid struggling readers and children in kindergarten in memorizing all of the consonant letter names and sounds. It offers great phonemic awareness practice for both beginning and ending sounds. Complete recollection of all consonant letter sounds, which is the foundation for success in first-grade reading, is one of the most crucial kindergarten abilities. Before beginning any word reading in the first month of first grade, it is also advised that this toolkit be reviewed.

The second workbook is on the development of **Beginning Reading**. It is designed to help grade one and struggling readers how to blend the sound of every letter to read the word or what we call decoding. It utilized the "stop at the vowel" and consists of five parts. The pupils would learn how to read CVC words.

The third workbook is **Word Recognition and Comprehension Development.** It includes short vowel words in CVC pattern, consonant blends, consonant digraphs, long vowel words ending in silent e, words with vowel digraphs, and words with vowel diphthongs. This toolkit is designed for the grades two and three pupils as well as the struggling readers in grades four, five and six.

Finally, the fourth workbook is **Developing Reading Comprehension.** It includes graded reading comprehension passages that address literal, inferential and critical skills.

This toolkit was designed to augment the English reading proficiency level of grades four, five and six pupils as well as of the struggling readers.

Action Research Questions

The study aimed to help the grades one to six pupils of Kibacania Elementary School in the academic year 2019 – 2020 enhance their English reading ability level through the Contextualized English Reading Proficiency Toolkit. Thereby making them independent readers.

The research questions providing focus for this study are:

1. What is the English reading ability level in terms of word reading and reading comprehension of the grades one to six pupils in Kibacania Elementary School before and after using the Contextualized English Reading Proficiency Toolkit?

2. Is there a significant difference in the English reading ability level in terms of word reading and reading comprehension of the grades one to six pupils after using the Contextualized English Reading Proficiency Toolkit?

Hypothesis of the Study

The hypothesis of this study will be tested at 0.05 level of significance.

There is no significant difference between the pretest and posttest reading ability levels in terms of word reading and reading comprehension of the grades one to six pupils.

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<h1 style="text-align:center">Action Research Methods</h1>

This chapter serves as an orientation and explanation of the research methodology of my action research. It further presents the research design, participants, data gathering procedure and instruments as well as the data analysis.

Research Design

A one-group pre-test/post-test design was employed in this study since it only studied one single group and no comparison between an equivalent non-treatment group was made. All the participants in the study were exposed to the innovation which was the use of Contextualized English Reading Proficiency Toolkit. The Phil–IRI assessment tool pre-test and post-test result were utilized for document analysis.

Participants of the Study

Purposive sampling was employed to determine the participants of this study who were the grades one to six pupils of Kibacania Elementary School for the academic year 2019-2020. Table 1 shows the detailed breakdown of the participants of this study. The study was conducted on July 1, 2019 to December 12, 2019.

Table 1. Participants of the study

Grade Level	Male	Female	Total
I	16	10	26
II	8	10	18
III	10	4	14
IV	10	6	16
V	16	11	27
VI	6	7	13
Total	**66**	**48**	**114**

Data Collection Methods

The Phil – IRI Assessment Tool pretest and posttest adopted from DepEd Phil – IRI Manual 2018 for grades four to six were utilized as well as the Phil-IRI Manual 2011-2012 for grades one to three were used to determine the reading ability level of the participants in this study before and after the implementation of the innovation. The following steps and guidelines were followed throughout the implementation of the innovation.

Guidelines in Using the CERPT

1. Conduct the Phil-IRI Pretest to determine the reading ability level of the pupils in English.

2. Determine the pupils' reading starting point using the Phil-IRI pretest graded reading passages.

The piece that the student can read on their own at grade level is referred to as the starting point. The starting point is crucial because it serves as the foundation for determining how to give the learner access to the Contextualized English Reading Proficiency Toolkit.

The learner must be assigned a passage that is three grade levels below his current level if his or her score on the English Group Screening Test is between 0 and 7. As an illustration, because he is a grade 6 student, he reads Grade 6 Graded Passage during the Group Screening Test. He earned a 6 overall. His graded passage begins in Grade 3, then.

The learner must be assigned a passage that is two grades below his current level if his or her score on the English Group Screening Test is 8–13. As an illustration, because he is a grade 4 student, he reads Grade 4 Graded Passage during the Group Screening Test. He received a 10 overall. His graded passage begins in Grade 2, then.

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Refer to table 2 for guidance in determining the pupils' reading starting point in every grade level.

Table 2. Determining the Pupil's Reading Starting Point

Pupil's Current Grade Level	Reading Ability Level Per Grade Passage						Starting Point
	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	
Grade 6	Non-Reader	-	-	-	-	-	Kindergarten
	Frustration	Frustration	Frustration	Frustration	Frustration	Instructional	Grade 1
	Frustration	Frustration	Frustration	Frustration	Instructional	Instructional	Grade 1
	Frustration	Frustration	Frustration	Instructional	Instructional	Independent	Grade 1
	Frustration	Frustration	Instructional	Instructional	Independent	-	Grade 2
	Frustration	Instructional	Instructional	Independent	-	-	Grade 3
	Instructional	Instructional	Independent	-	-		Grade 4
	Instructional	Independent	-	-	-		Grade 5
	Independent						Grade 6
5	-	Non-Reader	-	-	-	-	Kindergarten
	-	Frustration	Frustration	Frustration	Frustration	Instructional	Grade 1
	-	Frustration	Frustration	Frustration	Instructional	Independent	Grade 1
	-	Frustration	Frustration	Instructional	Independent	-	Grade 2
	-	Frustration	Instructional	Independent	-	-	Grade 3
	-	Instructional	Instructional	Independent	-	-	Grade 3
	-	Instructional	Independent	-	-	-	Grade 4
	-	Independent	-	-	-	-	Grade 5
Grade 4	-	-	Non-Reader	-	-	-	Kindergarten
	-	-	Frustration	Frustration	Frustration	Instructional	Grade 1
	-	-	Frustration	Frustration	Instructional	Independent	Grade 1
	-	-	Frustration	Instructional	Independent	-	Grade 2
	-	-	Instructional	Instructional	Independent	-	Grade 2
	-	-	Instructional	Independent	-	-	Grade 3
	-	-	Independent	-	-	-	Grade 4
Grade 3	-	-	-	Non-Reader	-	-	Kindergarten
	-	-	-	Frustration	Frustration	Instructional	Grade 1
	-	-	-	Frustration	Instructional	Instructional	Grade 1
	-	-	-	Frustration	Instructional	Independent	Grade 1
	-	-	-	Instructional	Independent	-	Grade 2
	-	-	-	Independent	-	-	Grade 3
Grade 2	-	-	-	-	Non-Reader	-	Kindergarten
	-	-	-	-	Frustration	Frustration	Grade 1
	-	-	-	-	Frustration	Instructional	Grade 1
	-	-	-	-	Instructional	Independent	Grade 1
	-	-	-	-	Independent	-	Grade 2
Grade 1	-	-	-	-	-	Non-Reader	Kindergarten
	-	-	-	-	-	Frustration	Kindergarten
	-	-	-	-	-	Instructional	Grade 1
	-	-	-	-	-	Independent	Grade 1

3. Determine the CERPT to be administered to the learners

The CERPT toolbox will be provided to the students in accordance with their needs after determining their reading proficiency level and reading beginning point. For information on the reading toolbox that will be provided to each student, please see table 3. Every remedial session and every Monday, Tuesday, and Wednesday from 7:45 to 8:35 in the morning, the reading period is held (every day 3:00-4:00 PM).

Table 3. CERPT to Administer based on the Pupils' Reading Starting Point

Pupil's Current Grade Level	Pretest Reading Ability Level	Reading Starting Point	Intervention (CERPT to Administer)
Grade 6	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 2	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 3	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Instructional	Grade 4	Workbook 4: Developing Reading Comprehension
	Instructional	Grade 5	Workbook 4: Developing Reading Comprehension
	Independent	Grade 6	Workbook 4: Developing Reading Comprehension
Grade 5	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 2	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Instructional	Grade 3	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Instructional	Grade 4	Workbook 4: Developing Reading Comprehension
	Independent	Grade 5	Workbook 4: Developing Reading Comprehension
	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness

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Grade 4			Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Frustration	Grade 2	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Instructional	Grade 3	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
	Independent	Grade 4	Workbook 4: Developing Reading Comprehension
Grade 3	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Frustration	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Instructional	Grade 2	Workbook 3: Word Recognition and Comprehension Development
	Independent	Grade 3	Workbook 3: Word Recognition and Comprehension Development Workbook 4: Developing Reading Comprehension
Grade 2	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Frustration	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Instructional	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Independent	Grade 2	Workbook 3: Word Recognition and Comprehension Development
Grade 1	Non-Reader	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Frustration	Kindergarten	Workbook 1: Phonemic Awareness Workbook 2: Beginning Reading
	Instructional	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
	Independent	Grade 1	Workbook 2: Beginning Reading Workbook 3: Word Recognition and Comprehension Development
Kindergarten	-	-	Workbook 1: Phonemic Awareness

4. Group the grades four, five and six pupils according to their reading starting point.

For grades four, five, and six, the learners whose reading starting point are grades 1 and 2 will be grouped together and will be classified as group A. The grade 4 teacher will take charge of them. While the learners whose reading starting points are grade 3 and grade 4 level will be grouped together as well and will be classified as group B. The grade 6 English teacher will be responsible for them. Then those whose reading starting points are grade 5 and grade 6 will also grouped together with the grade 5 English teacher as their mentor and they will be group C.

The grades four, five, and six pupils who are identified as non-readers will join the kindergarten class every reading period for them to master the letter name and sounds. Then they will go to their respective adviser every remedial session for further reading sessions.

The kindergarten, grades 1, 2, and 3 pupils will be taken care of by their respective advisers. They are also given the reading toolkit according to their needs.

5. Implementation of CERPT.

The implementation of CERPT on groups A, B, and C will be done simultaneously with every English reading instruction which is every Monday, Wednesday, and Friday, 7:45 to 8:35 in the morning. The kindergarten, grades one, two and three pupils will stay in their classrooms and their respective advisers/English teachers will take charge of them every reading period.

6. Administration of the Phil-IRI Graded Passages Post Test

The students will undergo a second evaluation using the Phil-IRI Posttest Forms after getting specific teaching using CERPT. The test administrator must once more determine the student's reading proficiency level using the graded passages from the Phil - IRI posttest. Each student's score is recorded by the teacher, who then compares the post-test results to those from

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the pretest. The student's behavior during the pretest is also contrasted with their behavior throughout the reading of the selection. The posttest results and the students' better reading habits will show how much the students' reading abilities have improved.

The total number of non-readers will then be divided by the number of teachers in the school if there are still identified non-readers following the administration of the Phil-IRI posttest. Imagine there are still 21 non-readers in the school after the posttest. The six teachers at the school will divide up the 21 non-readers. As a result, every instructor has to deal with 3 or 4 non-readers. Through a lottery, they will choose who will care for each non-reader. By the end of March 2020, he or she must undertake CERPT-based remedial reading sessions with these students to turn them into readers.

Data Analysis

The Phil-IRI reading test uses a predetermined set of criteria in identifying the reading level of each student for each passage. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions.

To calculate the word reading score in percentage, formula 1 below was used.

Formula 1: Word Reading Score

$$Word\ Reading\ Score = \frac{(total\ number\ of\ words\ in\ the\ passage - number\ of\ words\ miscues)}{total\ number\ of\ words\ in\ the\ passage} X\ 100$$

To compute the reading comprehension score in percentage, formula 2 was followed.

Formula 2: Reading Comprehension Score

$$Reading\ Comprehension\ Score = \frac{number\ of\ correct\ answers}{number\ of\ questions} X\ 100$$

In order to determine the pupils' reading ability level, the word reading and comprehension were analyzed first following the rating scale shown below basing from Phil-IRI Oral reading profile. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (adapted from Johnson, Kress and Pikulski, 1987), as reflected in table 4.

Table 4. Criteria in determining the learners' proficiency level in word reading and reading comprehension

Proficiency Level	Word Reading		Reading Comprehension	
	Score (in %)	Mean Score	Score (in %)	Mean Score
Independent (Ind)	97 – 100%	97.00 – 100	80 – 100%	80.00 – 100
Instructional (Ins)	90 – 96%	90.00 – 96.99	59 – 79%	59.00 – 79.99
Frustration (F)	1% - 89%	1.00 – 89.99	1% - 58%	1.00 – 58.99
Non-Reader (NR)	0%	0.00 – 0.99	0%	0.00 – 0.99

Afterward, the learner's reading proficiency level, in general, was determined using the criteria presented in table 5 based on Phil-IRI Manual, 2018.

Table 5. Criteria for determining the learners' reading proficiency level

Reading Proficiency Level	Word Reading Level	Reading Comprehension Level
Independent (Ind)	Independent (Ind)	Independent (Ind)
Instructional (Ins)	Independent (Ind)	Instructional (Ins)
Instructional (Ins)	Instructional (Ins)	Independent (Ind)
Frustration (F)	Instructional (Ins)	Frustration (F)
Frustration (F)	Frustration (F)	Instructional (Ins)
Frustration (F)	Frustration (F)	Frustration (F)

Further, descriptive statistics particularly mean was employed to answer research question number one. While inferential statistics specifically paired t–test was utilized to treat research question number two.

This chapter presents the analysis and interpretation of data apropos to the problem statement delineated in the first chapter. It further deciphers the most important knowledge and understandings necessary for drawing conclusions and recommendations for my study.

Reading Proficiency Level of Learners Before and After Using CERPT

The reading proficiency level of learners in general and in terms of word reading as well as in reading comprehension are presented in table 6.

Table 6. Reading proficiency level of learners before and after using CERPT

Grade Level	PRE-TEST					POST-TEST				
	Word Reading		Reading Comprehension		Reading Proficiency Level	Word Reading		Reading Comprehension		Reading Proficiency Level
	Mean	Level	Mean	Level		Mean	Level	Mean	Level	
I	0.00	NR	0.00	NR	**NR**	47.77	F	31.23	F	**F**
II	46.67	F	27.72	F	**F**	81.89	F	61.56	Ins	**F**
III	41.79	F	29.14	F	**F**	90.00	Ins	60.29	Ins	**Ins**
IV	52.81	F	36.25	F	**F**	91.69	Ins	61.88	Ins	**Ins**
V	57.96	F	39.81	F	**F**	81.30	F	55.04	F	**F**
VI	64.85	F	42.38	F	**F**	91.08	Ins	65.54	Ins	**Ins**

Legend:

Proficiency Level	Word Reading Mean Score	Reading Comprehension Mean Score
Independent (Ind)	97.00 – 100	80.00 – 100
Instructional (Ins)	90.00 – 96.99	59.00 – 79.99
Frustration (F)	1.00 – 89.99	1.00 – 58.99
Non-Reader (NR)	0.00 – 0.99	0.00 – 0.99

Reading Proficiency Level	Word Reading Level	Reading Comprehension Level
Independent (Ind)	Independent (Ind)	Independent (Ind)
Instructional (Ins)	Independent (Ind)	Instructional (Ins)
Instructional (Ins)	Instructional (Ins)	Independent (Ind)
Frustration (F)	Instructional (Ins)	Frustration (F)

| *Frustration (F)* | Frustration (F) | Instructional (Ins) |
| *Frustration (F)* | Frustration (F) | Frustration (F) |

As gleaned in table 6, the reading proficiency level in general for grades two to six is frustrating except in grade one which is non-reader before they used the Contextualized English Reading Proficiency Toolkit.

In terms of word reading, the proficiency level of grades two to six is frustrated with mean values of 46.67, 41.79, 52.81, 57.96, and 64.85 respectively. While for the grade one level, their word reading proficiency level is non-reader with a mean value of 0.00.

In terms of reading comprehension, the proficiency level of grades two to six is also frustrating as supported by its mean values of 27.72, 29.14, 36.25, 39.81, and 42.38 respectively. As to grade one, they were still non-reader as supported by its mean value of 0.00.

After the learners were exposed to the use of Contextualized English Reading Proficiency Toolkit, some developments were observed in general, particularly in grades one, three, four, and six. The reading proficiency level in grade one improved to frustration from being a non-reader, and the grades three, four, and six improved to instructional level from frustration level. For grades two and five, the reading proficiency level remains at the frustration level though an increase in the mean scores of both word reading and reading comprehension is visible.

In terms of word reading post-test results, the grade three (mean=90.00), grade four (mean=91.69), and grade six (mean=91.08) learners' word reading proficiency level is instructional as strengthened with its corresponding mean values. There was also an alleviation in grade one (mean=47.77) from non-reader to frustration as supported by its mean value. As to grades two (mean=81.89) and five (mean=81.30) levels, the word reading proficiency level remains frustrating nonetheless the mean values increased compared to the pre-test mean values.

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In terms of the learners' reading comprehension proficiency level in post-test, it progresses to instructional level particularly in grade two (mean=61.56), grade three (mean=60.29, grade four (mean=61.88), and grade six (mean=65.54). For grade one (mean=31.23), the mean value has increased as well as its proficiency level to frustration from non-readers. As to grade five (mean=55.04), the mean value also increased but the proficiency level remains frustrating.

Results imply that the contextualization of reading materials helps the learners in the development of their word reading skills as well as their reading comprehension skills. The learners were able to make connections to what they were reading. The lesson or the reading text was related to the learners' interest and was familiar to them since they were able to somehow comprehend it. As Perin (2011) suggests that lower-skilled schoolchildren benefit from contextualization, not because it helps them become flexible students but because it upsurges their mastery of basic skills as well as rises the probability of transmission of basic skills to content courses that is not happening in old-style, decontextualized learning situations.

Significant Increase in Learners' Reading Proficiency Level after Using CERPT

Table 7. A significant increase in learners' reading proficiency level in terms of word reading and reading comprehension after using CERPT

Test	N	Word Reading				Reading Comprehension			
		$\bar{X}$	SD	t-value	Sig	$\bar{X}$	SD	t-value	Sig
Pre-Test	114	44.01	23.04	-8.588	.000	29.22	15.43	-9.507	.000
Post-Test	114	80.57	16.71			55.92	12.56		

The significant increase in learners' reading proficiency level after using the CERPT was determined using paired t-test. Table 7 shows that there is indeed a significant increase in the reading proficiency level of grades one to six learners of Kibacania Elementary School in terms of word reading and reading comprehension. The word reading t-value is -8.588 with a

significant value of .000, which means that it is highly significant at 0.05 level. The same is true in reading comprehension with a t-value of -9.507 and a significant value of .000. Hence, the null hypothesis states that there is no significant increase in the English reading proficiency level of grades one to six learners in terms of word reading and comprehension after using the Contextualized English Reading Proficiency Toolkit is rejected.

This result is in consonance with the study of Bonganciso (2016). Results of his study revealed that there was a significant increase in the reading performance of the students from the pretest to the posttest after using contextualized reading materials. Henceforth, contextualizing the reading tasks of the learners had positive effects on their reading performance. Contextualized teaching and learning are recommended in helping learners improve their performance in reading.

Reflection

I learned that teaching reading comprehension is difficult especially when the learner has difficulty in word recognition because the teacher needs to go back to the basics of teaching reading. As a result, the teacher and learner need to double time to come up with competencies that were not yet developed by the learner. If the teacher and the learner will not double time, the learner will be left behind in the competencies and skills that he/she is expected to learn in his/her present grade level.

I realized then that teachers in every grade level must do all means to materialize the competencies needed by the learner so he/she will be ready for the next grade level. By that, the learner will have more time to master the competencies he/she needed.

The facilitative aspect of the action research that contributed much to its success was the cooperation of my colleagues and learners. The teachers were very much cooperative in

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every activity and the instructions given to them were followed without any complain. The learners were looking forward to the reading time every Tuesday and Thursday, they keep reminding me to have our reading time every time I missed it.

It would have been better if the intervention was done for the whole school year so there will be ample time to make up for those missed reading competencies by the learners in the previous grade level.

Action Plan

Objective/s	Activities/Strategies	Persons Involved	Time Frame
Present and disseminate the result of the study.	Present and disseminate the result of the study during LAC sessions, district, municipal, division, and regional research congresses as well as during GPTA meetings.	Internal and External Stakeholders	SY 2020 - 2021
Adopt CERPT at district and division levels.	Share the CERPT with other teachers and let them utilize it in their schools and districts.	Internal and External Stakeholders	SY 2020 - 2021
Utilized CERPT for IPED learners.	Translate the CERPT to 7 languages of Bukidnon for IPED utilization.	Internal and External Stakeholders	SY 2020 - 2021

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1

Contextualized English Reading Proficiency Toolkit (CERPT)
Workbook 1
Phonemic Awareness

ALTERNATIVE DELIVERY MODE
ADM

This Material is for Early Language Literacy

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1

Contextualized English Reading Proficiency Toolkit (CERPT)
Workbook 2
Beginning Reading

ADM
ALTERNATIVE DELIVERY MODE

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Contextualized English Reading Proficiency Toolkit (CERPT)
Workbook 3
Word Recognition and Comprehension

ADM
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3

Contextualized English Reading Proficiency Toolkit (CERPT)
Workbook 4
Developing Reading Comprehension

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