



CONTEXTUALIZING SHORT STORIES INTO SUBANEN LANGUAGE: STRATEGY IN ENHANCING THE READING COMPREHENSION OF SUBANEN LEARNERS

Dino, Esmeralda R.

Completed 2021



E - Saliksik
Department of Education
Research Portal
e-saliksik.deped.gov.ph

E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.

Contextualizing Short Stories into Subanen Language: Strategy in Enhancing the Reading Comprehension of Subanen Learners

Dino, Esmeralda R.
 Teacher III
 Dapiwak ES-Kumpayan Extension
 Dumingag II District
 Division of Zamboanga del Sur
 esmeralda.dino@deped.gov.ph
 09072678472

Abstract

Teaching and learning are fun when everyone in the class has an equal opportunity to actively engage in the educative process. This study dealt with improving the reading performance of Grade II to Grade V Subanen learners of Dapiwak Elementary School-Kumpayan Extension. These learners need help understanding English and even Bisaya as mediums of instruction. Teachers find it challenging to handle these pupils because they cannot comprehend the Subanen dialect. To address the problem, the researcher contextualized English short stories and translated them into the Subanen language so that these learners could relate and eventually find interest and love for reading. The "Subanen Reading Booklet," which the researcher carefully designed, was used as an intervention. The researcher utilized the quantitative method of research. Data were gathered by administering test questions and completing the questionnaire checklists, which were done through home visitation. These data were treated with the following statistical treatment: frequency count, percentage, and t-test. Other sources of information were gathered through interviews and observations. Based on the study results, all pupil-respondents did not pass the given comprehension test when the English medium was used. In addition, most pupils got satisfactory ratings when the comprehension test was translated into the Subanen language. The result further shows a significant difference before and after contextualization. Learners can interpret, analyze, elaborate, and think critically about the main idea conveyed by the story when the Subanen language is used. Thus, this strategy is considered effective.

Keywords: *Contextualization, Reading Comprehension, Subanen Reading Booklet,*

Acknowledgment

The Lord Almighty has been so good by His grace that the researcher has been mentally, physically, and spiritually fine, until the completion of this action research. She wishes to acknowledge the people who greatly contributed to the accomplishment of this endeavor.

Deepest gratitude to the officials and panelists of the 5th Regional Virtual Research Congress, to Dr. Ruth L. Fuentes, CESO IV, Regional Director; to Dr. Pedro Melchor M. Natividad, CSEE, OIC-Assistant Regional Director; to Dr. Ruel A. Saldua, Chief-PPRD, and to Dr. Lee G. Baraquia, Education Program Supervisor-PPRD for the final refinement of this study.

Heartfelt thanks to Dr. Visminda Q. Valde, OIC-Assistant Schools Division Superintendent, for the approval of the conduct of this study.

Sincerest thanks to Dr. Romeo M. Daligdig, OIC-ASDS, Chair, Research Committee; to Dr. Lito P. Bahian, SEPS, Planning and Research, Division Research Coordinator; to Dr. Belen A. Cuevas, Education Program Supervisor; to Mrs. Evangeline C. Lamayo, MTB Division Coordinator for their bright ideas, valuable suggestions, and corrections that facilitated the accomplishment of this work.

The researcher also expresses her deep appreciation to Dr. Melrose A. Sali-ot, Public School District Supervisor, for the positive criticisms, encouragement, advice, constant support, and tireless efforts in guiding the researcher from the stage of preparing the research proposal to the completion of this research.

Earnest acknowledgment to Dr. Janice U. Maghinay and Mr. Dan Michael S. Ayunan, District Research Coordinators, for generously and graciously guiding the researcher throughout the process.

Special thanks to her Papa and Mama, brothers and sisters, co-researcher Joefil Mae, son, and to her best friend Junjun, for helping her unconditionally, for the moral and material support, and for being available at all times.

To all the people who contributed to the success of this piece of achievement, may God bless us all!

Context and Rationale

Contextualization has the overarching benefit of granting people the ability to understand. Hassan's findings reveal that language and context go hand in hand. Scholars have said it is crucial to include cultural studies in language studies because it aids students' learning (Hassan 2014).

Moreover, contextualization refers to the educational process of relating the curriculum to a particular setting, situation, or area of application to make the competencies more relevant and valuable to all learners. It presents a lesson in a meaningful context based on previous experiences and real-life situations. The Department of Education localized and contextualized the curriculum. Using learning materials regarding geography, cultural diversity, and individuality helps teachers and students comprehend the concepts by introducing and relating a lesson in the context of the prevailing local environment, resources, and culture.

One of the salient hallmarks of the K to 12 curriculum is the delivery of lessons through interdisciplinary contextualization and localization. Section 10.2 of the Implementing Rules and Regulations (IRR) of Republic Act (RA) 10533 states that "Curriculum shall be contextualized and be flexible enough to enable and allow schools to localize and enhance the curriculum based on their respective educational and social contexts."

Indeed Editorial Team, in 2022, states that comprehension is an essential aspect of reading. In reading, one must strive to comprehend and extract meaning for better overall awareness of what has been read. By learning and implementing reading strategies and changing how someone reads, reading comprehension abilities will improve and make reading easier and more enjoyable. Reading comprehension is important for several reasons and can provide many benefits. Reading effectively can improve both personal and professional life and increase the overall enjoyment of reading. Understanding a text can help boost knowledge in certain areas and help learn new skills and information faster.

Furthermore, reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. It is the essence of reading. It is a process in which the reader constructs meaning by interacting with text (Harris and Hodges 1995).

Meanwhile, under the Transformative Education Program of the Local Government Unit (LGU), schools were mandated to employ innovative learning methods, such as adopting the indigenous practices of the Subanen (who constitutes the majority of IP in Dumingag) and integrating their culture into the curriculum. This aims to regain their self-confidence and pride that seemed lost due to cultural discrimination. With the help of the teachers and school heads, Dumingag Indigenous Knowledge, Skills, and Practices (IKSP) were integrated into the school curricula to strengthen its purpose further.

Despite the collaborative effort of the school and the LGU, issues and concerns about the academic performance of the pupils were evident. One of the problems encountered by Kumpayan-ES is the pupils' difficulty in understanding English and Bisaya as a medium of instruction. Eight (8) pupils out of 53 or 15% of the total learners in school used the Subanen language as their mother tongue at home and in the community.

Dapiwak ES-Kumpayan Extension is in a mountainous area with no electricity connection and no road opening. That is why people were not oriented with the products

of modern technologies like televisions, computers, android phones, tablets, and other related gadgets that can influence their language and communication.

This institution is an IP Education school and a pure Multigrade (MG) as determined by the Division of Zamboanga del Sur, situated at Sitio Kumpayan, Dapiwak, Dumingag, Zamboanga del Sur. Its geographical location is 5 kilometers from the Dapiwak Elementary School (Mother school). This extension school has been operating for the past 10 years but was not yet recognized by the Department of Education as an independent school. It has one (1) makeshift building (15mx5m) with four (4) classrooms that were built a decade ago with the help of the parents, Barangay Local Government Unit (BLGU), Local Government Unit (LGU) of Dumingag, and the Non-government Organization- Asissi Development Foundation, Incorporated.

A significant number of enrollees from 5 to 18 years old was recorded, 53 (as revealed in the E-LESF) that soon be catered through a combination class. As of this time, these pupils learned at home due to this COVID – 19 pandemic. A total of 31 pupils were undernourished based on the NS of the previous year and, therefore, susceptible to any disease. The school had four (4) teachers (including the TIC) handling combination classes. Three (3) mentors had personal laptops, and all had android phones and pre-paid wifis' at home that could be used in different trainings, seminars webinars, workshops, downloading, documentation, and other related purposes.

In addition, 1 out of 15 parents had the capacity to buy a cellphone to communicate with someone, and no parent could afford to buy a laptop/android phone in the case of an online study (shown in LESF). Apparently, parents need help to install the internet or acquire gadgets that could be used for telecommunication. That is why 53 parents choose the modular-print learning modality. The prevailing low economic and educational profile of parents (53 parents) based on the consolidated LESF posed another puzzle. With these present conditions, the expenses of parents should be minimal. Helping their children at home concerning school lessons and as a partner in educating them in this new normal time is a big challenge to everyone. The school has no source of funds for improvements like all other schools that had an allocation of School Miscellaneous and Other Operating Expenses (MOOE), which is why solid partnerships and linkages to its internal and external stakeholders (IPED Officials, parents, teachers, pupils, mother school, LGU, BLGU, ASISSI Foundation, etc.) played a very crucial role in running the school. Furthermore, the request for the establishment of the new elementary school is ongoing.

Teachers find it difficult to deal with these pupils because they cannot comprehend the Subanen dialect. They oftentimes need to be more accurate with what is being said by these pupils, which leads to confusion, misunderstanding, and low learning performance not only in English but in all other subjects that use English as a medium of instruction.

In this time of pandemic posed by COVID-19, where education is through modular learning, these learners lack motivation and eagerness to study because of their low reading comprehension skills. They even return modules without answer sheets. This situation resulted in the withdrawal of parents from getting the Self-Learning Modules (SLM) and consequently led to dropouts if not properly addressed.

For this reason, the researcher is interested in conducting a study on contextualizing English Short Stories into the Subanen language to select Grade II to Grade V pupils to improve their comprehension performance.

Innovation, Intervention, and Strategy

The intervention used in this study was "SUBANEN READING BOOKLET." The researcher made contextualized English short stories and translated them into the Subanen language in the form of a booklet to enhance the reading performance of the respondents. The short stories crafted were taken from the current situation of the locality and the happenings in the school's community. The booklet had several higher-order thinking skills (HOTS) questions that made them think critically and measure their capacity and ability to grasp the meaning and idea of what they have read. It also contained colorful drawings and illustrations from the internet designed primarily to attract learners to reading by just glancing at it. The concepts are believed to be better learned when translated into the mother tongue. Moreover, education becomes more realistic and meaningful when rooted in its culture.

Hence, the researcher hoped that this strategy would impact the improvement of reading ability and, eventually, their academic performance.

Action Research Questions

This study was conducted to improve the reading performance of select Grade II to Grade V Subanen pupils through contextualizing English short stories into the Subanen language of Dapiwak Elementary School - Kumpayan Extension, Sitio Kumpayan, Dapiwak, Dumingag Zamboanga del Sur, the School Year 2020-2021.

Specifically, it sought answers to the following questions:

1. What is the reading comprehension level of Subanen pupils using English as a medium of instruction?
2. What is the reading comprehension level of Subanen pupils using Subanen as a medium of instruction?
3. Is there a significant difference between the test results before and after the contextualization of short stories?

Action Research Methods

Research Design

This action research used the quantitative research method that stresses objective measurements and the statistical data analysis through questionnaires using computational techniques. This design is appropriate for this exploration, considering the purpose of the study is to quantifiably determine the reading comprehension level of Subanen learners using English and Subanen language as mediums of instruction.

Participants and/or other Sources of Data and Information

This study included eight (8) Subanen pupils of Dapiwak ES-Kumpayan Extension who have difficulty understanding English and even the Cebuano or Bisaya dialect. Their parents were illiterates, had low family income, and were busy working on farms as their livelihood, as shown in the Learners Enrollment Survey Forms (LESF).

Data Gathering Procedure

To ensure the integrity of the research conducted, the researcher asked permission from the Office of the Public School District Supervisor for her consent allowing the researcher to conduct the study at the district level. The researcher also requested the informed assent of the Subanen pupils as research participants.

As part of the preliminaries on the data-gathering procedure, the participants were notified of the privacy of all information collected. Furthermore, the data was used for research purposes only. The researcher also reminded the research participants and their parents about the study's purpose and significance, risks, and benefits, involved commitment, and confidentiality protection.

The researcher gathered data through the administration of test questions which were done through home visitation. Other sources of information were gathered through informal interviews and observations to support the findings.

The self-made English short stories with 10 items comprehension check-ups were checked and validated by the two Master Teachers, School Principal, and Public School District Supervisor. The validated instrument was administered to the identified participants of this research.

After answering the first activity, the researcher gave the Subanen short stories following the exact instructions in the first given test. Co-Subanen teachers, Timu-ays, and Subanen elders in the locality validated these contextualized short stories. The researcher then retrieved the given instrument. After gathering all data and checking the results, the researcher did the tabulation, analysis, and interpretation.

Data Analysis

To analyze the results on the reading comprehension of the pupils, the researcher used the Mean Percentage Scores (MPS) and its descriptive equivalent as stipulated in DepEd Memorandum No. 160, s. 2012. Specified below is the mastery/achievement level:

Mastery/Achievement Level	
MPS	Descriptive Equivalent
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average
15-34%	Low
5-14%	Very Low
0-4%	Absolutely No Mastery

The data were statistically treated using descriptive and inferential statistics. To determine the reading comprehension level using English and Subanen as mediums of instruction, frequency counts and percentages were used. To determine the significant difference between the test results before and after contextualization, a t-test was used.

Results and Discussion

Table 1 shows the reading comprehension level of the Subanen pupils using English as a medium of instruction.

Table 1: Reading Comprehension Level of Subanen Pupils Using English as Medium of Instruction

Descriptive Equivalent	MPS	F	P (%)
Mastered	96-100%	0	0%
Closely Approximating Mastery	86-95%	0	0%
Moving Towards Mastery	66-85%	0	0%
Average	35-65%	0	0%
Low	15-34%	8	100%
Very Low	5-14%		
Absolutely No Mastery	0-4%		
TOTAL		8	100%

As reflected in the table, 8 or 100% of the pupil respondents got below 75%, “Did Not Meet Expectations.” This shows that all the pupils cannot comprehend the given stories using English as a medium of instruction. This implies that learners need help in analyzing and interpreting the stories given. The finding corroborates the idea of Schumann (2019) that “pupils’ learning a second language often struggle to express themselves if they do not have full command of that language. This can affect their ability to learn.”

Table 2: Reading Comprehension Level of Subanen Pupils Using Subanen as Medium of Instruction

Descriptive Equivalent	MPS	F	P (%)
Mastered	96-100%	0	0%
Closely Approximating Mastery	86-95%	0	0%
Moving Towards Mastery	66-85%	6	75%
Average	35-65%	2	25%
Low	15-34%		0%
Very Low	5-14%		
Absolutely No Mastery	0-4%		
TOTAL		8	100%

Table 2 reveals the reading comprehension level of Subanen pupils using the Subanen language as a medium of instruction. As presented in the table, 6 or 75% of the pupil respondents got a satisfactory rating and thus passed the given test. This indicates that the learners understand the message better because they can interpret, analyze, elaborate, think critically, and digest the meaning and ideas conveyed by the

story. This affirms the findings of Contextualized Teaching and Learning (CTL) that people learn better and faster and retain information longer when they are taught concepts in context.

Table 3: Significant Difference Between the Test Results Before and After Contextualization

Respondents	Mean	df	Standard Deviation	t-value	
				Computed	Critical Value
Pre-test	4	7	1.2	8.26	2.365
Post-test	7.75		0.46		

Ho: There is no significant difference between the test results before and after contextualization.

Table 3 simplifies the significant difference between the test results before and after the contextualization of short stories. The computed t-value of 8.26 is greater than the critical value of 2.365 with 7% degrees of freedom at a 0.05 level of significance. The test results before and after contextualization significantly differ. Therefore, the null hypothesis is rejected. This means that contextualizing short stories into the Subanen language facilitates pupils' learning.

It conveys a lot of fortitude, curiosity, time, and effort to learn English, and sometimes learning a second language is out of necessity (Comben 2016). Second language learners faced many difficulties, mainly because of the harmful interference of the mother tongue and cultural differences. Learners' culture can be an obstruction to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings. Because of cultural differences, learners may have problems communicating with the teacher (Rhalmi 2014).

DepEd Order no. 35, s. 2016 emphasizes that deepening curriculum contextualization through indigenization is essential for communities with cultural practices that differ from the majority of people in the same locality. Contextualization captures and motivates hard-to-reach students, increases learner confidence and enthusiasm, and enhances interest in long-term goals and education (Gavilan College 2012). Their prior knowledge, rooted in their culture, affects their ability to learn much. It is important to assess such prior knowledge or attitudes and beliefs at an early stage since pupils' knowledge may either promote or hinder their learning. Teachers and school systems must ensure that the community members participate in indigenization processes so that the curriculum will be accurate and faithful to the culture.

Conclusions and Recommendations

The eight (8) Subanen learners of Kumpayan ES-Dapiwak Extension experienced many difficulties understanding English as their medium of instruction. Pupil-respondents showed better comprehension when English short stories were translated into their mother tongue (Subanen language). The test results before and after contextualization significantly differ. Indeed, contextualization is effective by making learning meaningful and relevant. This cultural-based contextualization strategy for elementary pupils is of great help to Subanen learners.

The following recommendations are offered from the findings and conclusions drawn from this study: (1) That Kumpayan ES-Dapiwak Extension teachers simplify and contextualize the lessons using the Subanen medium to facilitate comprehension; (2) That Certificate of Recognition or any form of reward be given to deserving Subanen learner/s who will pass the series of reading comprehension tests given by the teacher; (3) That scholarships or sponsorships be offered to deserving elementary Subanen learner/s, especially to those with low family income and whose parents are illiterates; (4) That Teachers and School Heads assigned in IPED schools of Dumingag District II contextualize their lessons using the Subanen language as a medium of instruction; (5) That the “Subanen Reading Booklet” be quality assured by the Division Office to be used as a reference by other researchers; and (6) That other IPED schools in the District conduct a similar study to determine the effectiveness of the intervention.

Action Plan

Goals/ Objectives	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
1. Enhance pupils' reading performance.	<ul style="list-style-type: none"> • Conduct LAC Sessions for all school teachers to be informed about the intervention. • Facilitate In-Service Training to discuss the study's results and implications for the reading performance of Subanen learners. 	Researcher, Teachers of Kumpayan ES	Printed intervention, Laptop, Bond papers	June 2021	Attendance sheets, Pictorials, Training Matrix, Teachers contextualized activity sheets, Letter of Approval from PSDS, Accomplishment report
2. Orient parents regarding the "Subanen Reading Booklet" and its purpose.	<ul style="list-style-type: none"> • Conduct grade-level orientation of parents so that they can provide instructional support to their children since contextualized activity sheets are easy to understand 	Researcher, Teachers, Parents, IPED Officials	Printed intervention, Laptop, Bond papers, Teachers contextualized activity sheets	August 2021	Attendance sheets, Pictorials, Training Matrix, Letter of approval from PSDS, Accomplishment Report
3. Check and monitor pupils' reading performance.	<ul style="list-style-type: none"> • Monitor and evaluate pupils' reading performance through: <ul style="list-style-type: none"> ➢ home visitation ➢ RDO ➢ Drop Boxes 	Researcher, Teachers, Parents, IPED Officials	Teachers contextualized activity sheets, Laptop, Bond papers	September 2021 to March 2022	Class record, Attendance sheets, Evaluation and Monitoring Tool, Pictorials, Pupils' portfolios, Accomplishment report

References

- Comben, Christina. 2016. The 5 Biggest Challenges to Learning A Language. <https://www.daytranslations.com/blog/Challenges-new-language/>
- Department of Education Order No. 35, s. 2016. *The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.*
- Gavilan College. 2012. Contextualized Teaching and Learning. https://www.gavilan.edu/staff/context_teach.php
- Harris, Theodore Lester, and Richard E Hodges. 1995. "The Literacy Dictionary : The Vocabulary of Reading and Writing." *Vocabulary of Reading and Writing*, no. May: 256. <http://books.google.com.my/books?id=ugWzGuZSd60C>.
- Hassan, Zana Mahmood. 2014. "Language Contextualisation and Culture." *Procedia - Social and Behavioral Sciences* 136 (July). Elsevier BV: 31–35. doi:10.1016/j.sbspro.2014.05.282.
- Indeed Editorial Team. 2022. 7 Simple Strategies to Improve Reading Comprehension. <https://www.indeed.com/career-advice/career-development/reading-comprehension-improvement-strategies>
- Republic Act No. 10533. 2013. *The Enhanced Basic Education Act of 2013*. Republic of the Philippines, Congress of the Philippines, Metro Manila, Fifteenth Congress, Third Regular Session.
- Rhalmi, Mohammed. 2014. "Second Language Learning Difficulties."
- Schumann, Amy A. 2019. *Developing Language Learning and Cultural Awareness by Sharing "Lived Experiences" in Technology*. Diss. New Mexico State University.

Financial Report

Activities	Quantity	Unit	Estimate d cost	Total Estimated Cost
SUPPLIES AND MATERIALS				
A4 Bond paper 70 GSM	2	ream	145	290
T664 printer ink Cyan	1	refill bottle	375	375
T664 printer ink yellow	1	refill bottle	375	375
T664 printer ink magenta	1	refill bottle	375	375
T664 printer ink black	1	refill bottle	375	375
USB HARD DRIVE	1	piece	3,060	3,060
	SUBTOTAL:			4,850
Reproduction and Binding cost				
Binding of documents	3	instance	50	150
	SUBTOTAL:			150
GRAND TOTAL:				₱5,000.00

Appendix**SAMPLE READING COMPREHENSION TEST****A Birthday Party**

It was fine Saturday afternoon. Rovelyn wore her beautiful red blouse. She went to his cousin's birthday. There were many girls there. They played many games at the party. They sang, laughed, and danced to the music. Then they had dessert. All the girls got the balloons as party favors. Rovelyn loved her yellow balloons.

1. Who celebrated the birthday party?
 - a. her sister
 - b. her friend
 - c. her cousin
 - d. her neighbor
2. When was the party held?
 - a. Monday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
3. Why did Rovelyn wear her beautiful red dress?
 - a. she will attend a fiesta
 - b. she will attend a wedding
 - c. she will attend a birthday
 - d. she will attend a Christmas party
4. What was the color of Rovelyn's balloon?
 - a. red
 - b. green
 - c. white
 - d. yellow
5. What was the party favor received by Rovelyn in the party?
 - a. toy
 - b. ring
 - c. food

- d. balloon*
6. Which of the following happened at the party?
- a. They slept at the party*
 - b. They cried at the party*
 - c. They quarreled at the party*
 - d. They played games at the party*
7. Which of the following statements shows that they are happy at the party?
- a. They felt hungry*
 - b. They go home very early*
 - c. They sang, laughed, and danced*
 - d. They did not participate in the games at the party*
8. Do you think Rovelyn went home happily? Why?
- a. Yes, because she met new friends while on her way to her cousin*
 - b. No, because she was not interested in any games, and she does not like the yellow balloon*
 - c. Yes, because she played with the girls at the party, had her dessert, and got a yellow balloon*
 - d. No, because she was hungry, never had friends to play with, and she does not like the food served on the table*
9. What character trait is shown by Rovelyn?
- a. helpful*
 - b. friendly*
 - c. brave*
 - d. respectful*
10. "Rovelyn loved her yellow balloon." What will Rovelyn possibly do to her balloon?
- a. Rovelyn will bring it home*
 - b. Rovelyn will leave it at the party*
 - c. Rovelyn will throw it on the garbage*
 - d. Rovelyn will smash it with a hard object*

Sog Gandawan

Malangas Sabaro dalabong. Meksalok si Rovelyn neg malangas gampulak sub. Mirito gin to nag gagunapo gandawan. Malawn enag dlibon dito. Malawn eg pedlamatan nilan deg gandawan. Meksamba, mektawa bo meksawt ilan. Tubos, menan dayun. Dlawnan neg dlibon mia-alap neg balon gisip pamagay di neg gandawan. Minayak bo petayl ni Rovelyn eg maralag balonen.

Peksa-ak

1. Ta gataw ma mik sau-log deg gandawanan?
 - a. so neg pateren dlibon
 - b. so neg sambaten
 - c. so neg gagunapo
 - d. so neg gupid-balayn
2. Nanta ilan ma migapulo deg gandawan?
 - a. sisilem di Dlunes
 - b. Domingo dalabong
 - c. sisilem di Sabaro
 - d. Sabaro dalabong
3. Uma sinalok ma ni Rovelyn eg malangas gampulak suben?
 - a. Tumambong gin neg pista
 - b. Tumambong gin neg asal
 - c. Tumambong gin neg gandawan
 - d. Tumambong gin neg Krismas
4. Andon ma eg patek neg balon ni Rovelyn?
 - a. gampula
 - b. malunaw
 - c. gamputi
 - d. maralag
5. Andon ma eg mirawat ni Roveyn deg gandawan?
 - a. dlamatan
 - b. siseng
 - c. pa-an
 - d. balon

6. Anda ma rini eg mebal deg gandawan?
 - a. Metulog ilan deg gapulo
 - b. Misagaw ilan deg gapulo
 - c. Megbuno ilan deg gapulo
 - d. Medlamet ilan deg gapulo
7. Anda ma rini mekpeta na pedleleyag ilan dig gapulo?
 - a. Mipiri-an ilan
 - b. Minuli ilan sayo
 - c. Meksamba, mektawa bo meksawt ilan
 - d. Anda ilan minapil deg dlamet deg gapulo
8. Deg delendeman mo, pidaleyag ba si Rovelyn ali muli?
 - a. O, ay mi-adlabet gin nek sambat ali pangay to neg gagunapo
 - b. Ana, ay andi gin mayak madlamet bo ana-in baya sog maralag balon
 - c. O, ay medlamet gin di dumanen dlibon, menan neg pa-an bo mia-alap gin neg maralag balon
 - d. Ana, ay mipiri-an gin, andayron e dumanin madlamet bo ana gin mayak to nek pa-an betang di dlamesa.
9. Andon ma eg batad pinita ni Rovelyn?
 - a. mataw magabang
 - b. masambat-sambat
 - c. gambalu
 - d. mataw magbasa
10. “Petayl gupiya ni Rovelyn eg maralag balonin”. Andon ma eg posibli balenin tog balonin?
 - a. Wetinen ni Rovelyn tog balayn
 - b. Bilinen ni Rovelyn tog gapulo
 - c. Pedlakanen ni Rovelyn tog basuran
 - d. Bantulin ni Rovelyn neg matagas gayo

Kuya Danilo

Danilo is the eldest son of a Subanen farmer who has a dream and ambition in life. "I should finish my study no matter how hard life may bring," he said. "Someday, I could help my family, my two brothers and three sisters, from extreme poverty," he whispered.

Danilo's family lived in a small cogon hut near Kumpayan creek. There were many times that their family ate banana or cassava, camote, or lutya for the whole day to feed their hungry stomach. His parents were both illiterate, so they could not find another job besides planting corn and root crops. Many of their neighbors had experienced the same situation, so Danilo kept thinking about how to solve the crisis they were facing.

A few weeks later, Danilo finally got his decision. He asked permission from his parents to go to the town to find a family that could support his education and would accept him as a working student. Their Father and Mother did not want him to go at first, but because of his strong determination, he finally convinced his parents.

Nine years had passed. "Congratulations Danilo! You successfully passed the Licensure Examination for Teachers", Ma'am Marita said. "Thank you so much, ma'am, for being my second parent and helping me reach my ambition," Danilo replied happily. "Mama, Papa, brothers, and sisters are proud of me," said Danilo with tears in his eyes.

Danilo is now the principal of the school in their place. His two brothers became policemen while his younger sisters were still in school.

QUESTIONS

1. What is your ambition in life?
2. Who is Danilo?
3. Which statement of Danilo shows that he is determined to finish schooling?
4. Where did Danilo and his family live?
5. What experience pushed Danilo to find ways and means to solve the crisis they were facing?
6. How did Danilo find a solution to his problem?
7. If you were in Danilo's situation, would you do the same? Why?
8. What character trait did Danilo show in the story? Explain briefly.
9. Do you think Danilo's brothers and sisters were inspired by him? Why?
10. Is Danilo successful in his dream and ambition? Prove your answer.

Gulang bata na si Danilo

Si Danilo eg gulang bata neg mangembalay neg Subanen nga don eg taginipin bo angutin malap deg danin inabuhi. “Tubusin o gyud eg paggiskwela bisan anduta alisod panginabuhi”, talu-in. “Mateng eg gandaw ma-agabang o deg pamilya o, deg duwa pated o giseg bo talubok pated og dlibon buwat dek pupusan”, inelemanen.

Danilo’k pamilya mi-aneng di mey-a payag gatipen parang masempel sapa Kumpayan. Malawn ek panahon na ek pamilyanin ma-an lakay saging bo banggala, gubi bo dlutya tibu-ok gandaw aron don ek misilid di gampiri tiyan nilan. Sog danin magulang ana mataw sumulat bo magbasa as andi elan maapanangaw dlayn tarbaho gawas deg pamulag mais bo dlayn-dlayn pimula. Malawn deg gupid-balay nilan mi-abeyan sama nilan mibiyanan, gin niya si mirendem ni Danilo bo anduta-en paksulbad eg milabaten neg problema

Santa semana minayan, mibangan ni Danilo ig danin desisyon. Minangid gin to neg magulangen na maritog dlungsod aron manangaw pamilya ma-agabang deg danin paggiskwela bo ma-arawat di danin mangembal ritog pamilyanin aron abangan rama en di danin paggiskwela. Dik sinugdanan, kana maliyag sog gama-en bo so gina-en pro tungod ay e don eg salabok danin desisyon, mialapen ra gyud ek paktugot neg magulangen.

Siyam tawn minayan, “Palad-palad Danilo mi-apasar a reg Licensure Examination for Teachers”, talu ni Maam Marita. “Salamat gupiya di daniya maam nga mebal aruwa magulang o bo mi-agabang di danan mapet o danan pangandoy deg kinabuhi o”, pedaliyag si Danilo ali tinalu-en. “Si Ama, Ina, bo so ngak pated o dlibon bo giseg meksaya di danan”, talu ni Danilo ali paktulo eg dluwa-an.

Nandaw si Danilo mebal nag principal deg danilag dlugar. So danin duwa bo nguran giseg mebal nag pulis samtang danin nguranen nan gag dlibon padayon pa reg paktu-on.

Peksa-ak

1. Andon ma eg pangandoy mo deg daniya kinabuhi?
2. Ta ataw ma si Danilo?
3. Tanda ma ek pemantalu ni Danilo na mekpeta na angutanen jud ma-atubos deg paggiskwela?

4. Tanda ma megbanuwa si Danilo o danin pamilya?
5. Andon ma eg mibiyanan ni Danilo nga mitigil ma en manangaw pama-agi aron masulbad e danin problema?
6. Pegandutaron ma ni Danilo pekpanangaw sulbad di danin problema?
7. Sa bo giya si Danilo, balen mob a rama e danin benal? Umayto ma?
8. Andon ma eg batad pinita ni Danilo deg gukitan? Tontol a mey-a.
9. Di daniya gana-ana, midasig ba rama eg paterin di danin? Umayto ma?
10. Linumampos ba si Danilo deg danin taginip bo pangandoy? Gindegay mo ek sambag mo.

My Pets

Marlon has three pets. He has a dog named Bravo, a cat named Minci, and a hen named Chiki. He gives them food and clean water every day. Bravo barks if strangers are passing by their house. Minci looks for rats on the rooftops. Chiki protects her eight little chicks when someone harms them. Marlon loves his pets very much.

Questions

1. *Who has pets?*
 - a. *Marven*
 - b. *Marlon*
 - c. *Miriam*
 - d. *Marilyn*
2. *What are the three pets of Marlon?*
 - a. *dog, cow, goat*
 - b. *hen, rooster, cat*
 - c. *hen, dog, cat*
 - d. *carabao, dog, horse*
3. *What are the names of Marlon's pets?*
 - a. *Minci, Chicki, Bravo*
 - b. *Dogie, Bantay, Miming*
 - c. *Chuckie, Mimi, Bebe*
 - d. *Bravo, Dracu, Muning*
4. *What did Marlon give to his pets every day?*
 - a. *food and water*

- b. shelter and toy*
 - c. cloth and hat*
 - d. plate and shelter*
5. *Who barks if strangers are passing in the house?*
- a. Minci*
 - b. Bravo*
 - c. Chicki*
 - d. Dogie*
6. *Who protects her eight little chicks from danger?*
- a. Chicki*
 - b. Bravo*
 - c. Minci*
 - d. Dogie*
7. *"Marlon loves his pets very much."*
- a. Yes*
 - b. Maybe*
 - c. No*
8. *Marlon probably is a _____.*
- a. girl*
 - b. boy*
9. *What is the name of Marlon's cat?*
- a. Minci*
 - b. Bravo*
 - c. Chicki*
 - d. Miming*
10. *What is the name of Marlon's dog?*
- a. Bravo*
 - b. Chiki*
 - c. Miming*
 - d. Minci*

So ngak Petubo O

Don neg talu bok petubo si Marlon. Don neg gitu-en ngalanen si Bravo, baringen ngalanen si Minci, bo dalawan ngalanen si Chicki. Bigayenen neg pa-an bo ampiya tubig ada gandaw. Magusig si Bravo bo don eg dlayn gataw mayan deg balay nelan. Si Minci manangaw neg tubong di gatip-balay. Pegalungan ni Chicki eg walo bok pasuyen bo don eg makpalat di danilan. Petayl gupiya mi Marlon eg danin petubo.

Peksa-ak

1. Ta gataw ma e don nek petubu-en?
 - a. Marven
 - b. Marlon
 - c. Miriam
 - d. Marilyn
2. Andon ma gupiya so nek petubo ni Marlon?
 - a. gitu, ba-a, anding
 - b. daluwan, dlimansad, baring
 - c. daluwan, gitu, baring
 - d. alabaw, gitu, abayo
3. Andon ma gupiya e neg ngalan nek petubo ni Marlon?
 - a. Minci, Chicki, Bravo
 - b. Dogie, Bantay, Miming
 - c. Chucki, Mimi, Bebe
 - d. Bravo, Dracu, Muning
4. Andon ma eg bigay ni Marlon to nek petubu-en ada gandaw?
 - a. pa-an bo tubig
 - b. balay bo dlamatan
 - c. sub bo tarong
 - d. pinggan bo balay
5. Ta ma eg magusig bo e don neg dlayn gataw mayan dig balay?
 - a. Minci
 - b. Bravo
 - c. Chicki
 - d. Dogie
6. Ta ma eg magalong dig gwalo bok pasuyen bo don eg makpalat di danilan?

- a. Chicki
 - b. Bravo
 - c. Minci
 - d. Dogie
7. “Petayl gupiya ni Marlon en nek petubu-en”.
- a. Matud
 - b. Basin
 - c. Kana
8. Si Marlon bate-oron ey_____.
- a. gisig
 - b. dlibon
9. Andon ma eg ngalan neg baring ni Marlon?
- a. Minci
 - b. Bravo
 - c. Chicki
 - d. Miming
10. Andon ma eg ngalan neg gitu ni Marlon?
- a. Bravo
 - b. Chicki
 - c. Miming
 - d. Minci