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## Research Article

### Development and Validation of Learning Resource Materials in Upgrading Comprehension Skills of Senior High School Students

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#### ABSTRACT

This study sought to develop and evaluate learning resource material in upgrading reading comprehension skills of Grade 11 to meet the pressing need of Doña Candelaria Meneses Duque National High School.

The researcher utilized the descriptive survey method which uses questionnaires as the primary tools in gathering desired data information. There were two sets of questionnaire which were used in the study. The first questionnaire is the Reading Diagnostic Test while the second research instrument is the evaluation tool for the developed learning resource materials. The subjects of this study are in two groups: one hundred twenty three (123) randomly selected Grade 11 senior high school students at Doña Candelaria Meneses Duque National High School (DCMDNHS) at Bulakan, Bulacan during the school year 2017-2018; and five ESL teachers, who evaluated the resource materials. The data collected were encoded and entered into the matrix using the computer software of Microsoft Excel with the following statistical procedures: frequency distribution, percentage score, mean, total mean and standard deviation.

Based on the results of the diagnostic test, the researcher developed the learning resource materials, and these were validated by five ESL teachers using a 5- point Likert Scale in terms of the following criteria: objectives, contents, vocabulary, usefulness and presentation. Generally, after the evaluation, the overall mean gained of the instructional materials is 4.72, interpreted as "Excellent". This computed overall mean attests and suggests that the developed learning resource materials in reading are acceptable.

The study recommends that the language teachers need to provide the students the means towards maximum growth in accordance with their reading ability. The teachers must help students acquire basic comprehension skills and strategies in sequential reading program

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designed to reinforce the skills and appreciation of previous skills acquired and to develop new skills that are needed. Likewise, it is also suggested that the administrators should conduct or sponsor programs and in-service trainings to ensure the necessary updated innovations on the preparation and development of instructional materials, particularly in reading comprehension skills. Further, future researchers should conduct a research-driven strategy that can improve the reading comprehension skills of the students.

*Keywords:*

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## **Introduction**

In the Philippine setting a lot of problems are besetting the educational system, one of which is the constraint in joining the mainstream of those countries which have met the international standards for education. This could be attributed to the delay in the implementation of the 12-year basic education curriculum. It could be recalled that the country was the last to implement K to 12 program in Asia and it was only in the academic year 2017-2018 when the Philippines was able to produce Senior High School graduates. A lot of issues have been clouding its effectiveness despite its success and most issues focus on teaching and learning English still have yet to be resolved. This was after an article was published in The Philippine Daily Inquirer dated June 8, 2014 disclosed that among the 38 countries in Southeast Asia, Philippines ranked 36<sup>th</sup> in English language proficiency.

The current state of English education in the Philippines, particularly in the basic education level, is on its dismal level and lags behind other Asian countries. When it comes the Third International English Study, the Philippines was placed at the disadvantaged position pitted with other participating nations. The same conclusion was drawn that Filipino students have a of low student achievement in English. This can be attributed to the fact that a great number of Filipinos failed to achieve the targeted skills competencies in reading. This phenomenon has been happening in their today to day existence. To conform with this, this confirms that there a lot of illiterate Filipinos are increasing

particularly those who fail to understand what they read.

In the school-based context, Doña Candelaria Meneses Duque National High School is no exception to this challenge in English literacy. This is proven by the students' poor performance in the National Achievement Test (NAT) during the school year 2016-2017. Three percent (3%) of the students obtained 75% mastery level, 44% reached the 60% nearing the mastery level, and more than 50% belonged to the low mastery level.

What now is the language scenario in the Philippines? What is really the status of English in our educational setting? What are the possible causes of learners' low performance in English?

Many great observers and researchers believe that the quality of English is gradually deteriorating. The inability to read with comprehension has been one of the major challenges experienced by most learners and this can be attributed to the lack of books and other teaching materials used by different schools.

Government officials are already looking for answers to resolve these issues in education. Hence, policies and programs to improve reading comprehension skills were imposed. Drastic moves were done to jibe with the newly-implemented K to 12 Basic Education Program. To enhance the comprehension skills of learners, i.e. "Drop Everything And Read" (DEAR), Department of Education Memorandum No. 244, s. 2011 is implemented by DepEd. The DEAR requires learner more than a just-sit-there-and-read experience. It encourages students to do independent silent reading during extended periods of time on a daily or weekly

basis. It gives students time to read their choices of materials based on interest and ability, share what they have read, and receive the support they need for further reading explorations and reflections.

Likewise, the DepEd is also implementing “Every Child A Reader Program” (ECARP), through Memorandum No. 402, s. 2004 and Administrative Order No. 324. This program teaches every Filipino student on planned training which covers strategic reading and writing to make each independent young reader and writer at his/her own level. ECARP was part of the ten-point education agenda of former President Benigno Aquino III which aims to ensure that the public schools of the country produce well-equipped competitive graduates who could cope with the different challenges in life.

Despite these efforts of DepEd, the researcher deemed it necessary to develop another learning material that may address issues on reading comprehension. Since there is still inadequacy of materials for Senior High School Grade 11, the learning materials that were developed may be used by both teachers and students in enhancing reading comprehension skills. On the basis of the results of the diagnostic test, these learning materials in reading were developed. The information from the results of the test served as the cornerstone in the creation of the materials. Therefore, it ensures the alignment of learning competencies and target skill production.

The above-mentioned program and order have helped the researcher because through these, he was able to develop helpful reading resource materials after identifying the problems of the students in reading. Students in Doña Candelaria Meneses Duque National High School are performing unsatisfactorily in reading comprehension along with the existence of big number of frustration readers. There is an increased need for a high degree of literacy that the learners are facing. The researcher was motivated to help students in their studies especially those who have difficulties in comprehending the text. This requires decoding the text and putting meaning to what was read.

All this is motivated by one incontrovertible fact: reading with full comprehension is a need of communication in the school, home, and all areas of the country and in the global. Reading with understanding must be the basic consideration of all readers. As Klinger (2007), defines comprehension as the ability of the readers to understand what they are reading; interpret ideas and inject meaning to printed words. This requires decoding of the authentic text, comprehension and interpretation to surface its deeper meaning.

Further, Klinger defines reading comprehension is as “the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency” (p2). This means that ideas conveyed in a text such as the ability to interpret words vividly, and understanding the meaning related to the material read may refer to the process mentioned. He summarized the three-step procedures for reading comprehension instruction as: mentioning, practicing, and assessing. Since teachers are the frontrunners in giving of instructions, modelling is a huge task for mentoring and performing for the learners. Basing on needs analysis, teachers should allow the learners to get opportunities to immerse and practice the skills using reading materials suitable for them. Finally, there is a need to evaluate the outcomes if the learners are successfully applying the skills they acquired.

Specifically, in the Philippine context, English is considered the second official language, a student, who can read comprehensively, can become successful. For instance, it is known that in the Philippines, the College Entrance Examinations have mostly questions based on testing learners' ability whether they can read extensively with comprehension and can make new interpretations by analyzing and synthesizing the given data in many research tasks. Besides, when students reach college, the reading required for most classes is more difficult and vast in amount than at the high school level. Students benefit greatly from having a good grasp of the reading comprehension skills before entering college.

Moreover, as we approach the default language of the interconnected world, English language continues to dominate business, education, medicine, technology and the hospitality industry. A good comprehension skill is increasingly valued in this era of globalization. As a matter of fact, researches showed that people with adequate reading comprehension skills earn comparatively higher and acquire better opportunities than those whose reading skills is insufficient.

Because of this, reading as a field of teaching is considered one important area of teaching. It is said to be one of the most important skills in English an individual must need to master. It is the basic skill necessary for success in other areas of study. It is a major pillar upon which the teaching/learning process is built.

Ozdemir (2009), opines that reading comprehension is fundamental in getting knowledge since all the lessons and learning activities are mostly based on the acquisition of skills from comprehensive reading. Certainly, any learner must read extensively. The learner's education and his life as a whole are affected by extensive reading. The skills acquired in any lesson depend on understanding of the learning materials used; thus, thus, comprehension is reading with understanding. It is decoding of meaning from the printed and online materials text not only single words or sentences but also of the interrelationships among sentences in both oral and written discourse.

With this view, reading instruction needs to be continually reinvented and strengthened to help meet students' demands and needs. It will be a great advantage to every student if he is given better opportunities in learning the language. Teachers therefore have a very crucial role to play in helping their students get most out of reading to become proficient readers and are mandated to support literacy program of the learners. Therefore, teachers should emphasize the importance of reading comprehension. The learners should be equipped with the necessary reading skills with high standard and competence because having acquired good reading skills also

becomes symbol of prestige in society. They must always remember that the goal of teaching reading is to let the students fully comprehend what the author meant and utilize the acquired reading skills in almost every aspect of life.

These made the researcher develop the resource materials in reading to augment the inadequacy of learning materials in teaching comprehension skills. In this way, the focus of remediation is placed on problems in reading. It is hoped that the low level of reading comprehension skills of the students and lack of learning materials in teaching reading will be solved.

## **Methods**

The study used the descriptive survey method type of research to describe the data and characteristics and gain a better understanding about what is being studied. There was a need to study frequencies, averages, and other statistical calculations.

This descriptive study was confined only to describe systematically, factually, accurately, and objectively a problem. It used questionnaires to collect data and get the consensus on the topic. (Calmorin, 2007).

Moreover, this method was also used to seek consensus from the experts to enable the researcher make predictions or decisions based on the experts' opinions of the panelists and evaluators involved in the study. It is considered as the most appropriate method in determining the present problem of the students because the aim of this study was to develop learning resource materials for reading comprehension in English 11 based on the determined student-respondents' level of reading comprehension. Indeed, the descriptive survey method of research aided the researcher in describing the reading skills of the subjects of the study that served as his basis in developing the learning resource materials.

The present study used the questionnaires as the primary tools to gather desired information. There are two sets of questionnaire used in the study. The first set of questionnaire is the Reading Diagnostic Test.

The items in the diagnostic test were transcribed from the items in National Achievement Test administered in Grade 10 secondary schools and some were formulated by the researcher by reviewing the learning competencies of Grade 11 to assure that necessary aptitude in reading comprehension skills will be measured.

The second research instrument is the evaluation tool for the developed learning resource materials. The questionnaire was refined after the comprehensive reviews of related literature and studies particularly those that relate to instructional materials development and materials evaluated. It consisted of the following criteria in which the materials were evaluated: (1) objectives, (2) contents, (3) vocabulary, (4) usefulness, and (5) presentation.

The researcher administered personally the two sets of questionnaires to ensure one hundred percent (100%) retrieval. Moreover, the researcher believed that his presence would help them get more accurate responses as they could further expound on the items not immediately understandable to the respondents. Likewise, the researcher's presence helped ensure the sincerity of the respondents in answering and providing the information for the study.

The data collected from the first and second set of questionnaires were organized and collated manually. These were encoded and entered into the data matrix using the Microsoft Excel of the Microsoft Office) with the following statistical procedure: (1) frequency distribution and percentage score for the correct answers of the students; (2) arithmetic mean distribution and standard deviation; and (3) weighted mean was used to describe the distribution of data and to determine the evaluation of the evaluators on the learning materials.

However, the reading comprehension score of the participants is the percentage of the total correct answers versus the total number of times.

On the other hand, the results of the diagnostic tests as reflected in the students' scores were analyzed using the following scale:

Standard Score Interval	Verbal Interpretation
41 - 50	Highly Competent
31 - 40	Competent
21 - 30	Moderately Competent
11 - 20	Less Competent
0 - 10	Not Competent

The language teachers' ratings on the learning resource materials were quantified and weighed using the five-point Likert Scale from the devised validated evaluation sheet. The scale with its corresponding interpretation is presented below:

Range	Scale	Verbal Interpretation
4.60 - 5.00	5	Excellent
3.60 - 4.59	4	Very Good
2.60 - 3.59	3	Good
1.60 - 2.59	2	Fair
1.00 - 1.45	1	Poor

The researcher revised and finalized the resource materials in reading based from the language experts' advices, comments, suggestions and evaluations.

## Result and Discussion

The study can be summarized as follows:

1. *What is the level of reading comprehension of Grade 11 students based on diagnostic test?*

Based on the results of the reading test, majority of grade 11 student-respondents are within slightly competent level, which means that less than 85 percent of the words are recognized or comprehension falls below 50 percent. Besides, their mean scores in the reading test shows that the respondents acquired a moderate mastery of fundamental reading comprehension skills identified in the study.

2. *What reading competencies must be included in the resource materials based on the results of diagnostic test and in compliance with the competencies prescribed by DepEd?*

The results of the diagnostic test helped the researcher in identifying reading competencies that need inclusion in the instructional materials. Student-respondents find all competencies listed in the diagnostic test as challenging and problematic. These areas were given emphasis and utmost considerations in the developed instructional materials by providing reading-oriented activities and lessons.

3. *What learning resource materials may be produced to achieve the competencies set by the DepEd?*

Study's paramount concern was developing and validating instructional reading materials in upgrading the comprehension skills of grade 11 students. It is indeed of utmost important that pertinent, motivating, and current instructional materials appropriate to the level of the students must be prepared for the use of both teachers and students. Thus, the researcher in quest for quality, relevant education and instruction hereby designed and developed a set of reading instructional materials for students. The materials include activities which may help the learners improve and upgrade their reading comprehension skills. The topics were based on the competencies set by the Department of Education for the reading skills subject which can be found on the curriculum guide provided by the department.

In addition, the developed instructional materials were based on schema and constructivist leaning that may help the students to upgrade their comprehension. The researcher believes that activating students' schemata may help them to comprehend the reading selections. In this study the materials developed have activities that can activate the students' prior knowledge to help them understand the text. Besides, utilizing constructivist learning can activate prior knowledge of the students and help them relate their background knowledge to new information through the materials developed since the materials developed presented in a sequence that gives the students the opportunity to acquire skills and construct

knowledge; transform and transfer their learning.

4. *What is the level of validity of the reading resource materials?*

The instructional materials were validated by five ESL teachers in terms of the following criteria: objectives, contents, vocabulary, usefulness and presentation. Using a 5-point Likert Scale, their evaluations were quantified and interpreted and these were the results:

- a. objectives of the materials were rated "excellent";
- b. contents were rated "excellent";
- c. vocabulary was rated "excellent";
- d. usefulness was rated "excellent"; and
- e. presentation was rated "excellent".

Revisions were then made, and the revised learning resource materials were shown to them for critiquing. Hence the materials are now ready for students' use.

## Conclusion

In light of the findings of the study, the following conclusions were drawn:

1. Majority of the students were slightly competent in reading comprehension skills as evidenced by the low scores they obtained in the reading diagnostic test. The students performed a little below what is expected of them. They cannot meet the criteria for competent levels of accuracy rate. This only shows that there is still a need for them to develop their reading skills to achieve the target level of upgrading comprehension skills.
2. The students were relatively deficient in all reading competencies which show that they need greater attention and support in the area of reading comprehension skills.
3. Effective and relevant instructional reading materials based on schema and constructivist learning. These were developed and validated that may help teachers to upgrade student's comprehension skills. These materials can also be supplemented to enhance learning and to guide every student to better understanding of a concept.
4. The developed instructional materials in reading were generally rated "Excellent" on

all criteria by the five ESL teachers. It carefully and properly followed the basic principles and foundation in the production of instructional materials. Besides, there is an application of the different theories and rigid validation that make the instructional materials purposeful.

### **Recommendations**

To further highlight the significance of this study and its results, the following recommendations are made herewith:

1. Since the center of all our efforts are the students, and that they are the recipients of the entire academic action plan; therefore, understanding of all instructions must be achieved towards their needs and development. The language teachers need to provide the students the means towards maximum growth in accordance with their reading ability.  
However, students should expose themselves to reading materials for them to learn get familiarized with different text structures. In the same way, exposure to different materials would enable them to build their own "text world". Likewise, they should also be exposed to differentiated authentic texts by reading different materials.
2. Teachers must help students acquire basic comprehension skills and strategies, vocabulary knowledge, rate of reading and study skills in sequential reading program designed to reinforce the skills and appreciation acquired in previous skills and to develop new skills that are needed. In addition, the developed reading instructional materials can be tried as a supplementary teaching aid to assess and validate their effectiveness and to further improve and enrich its content.
3. Administrators should conduct or sponsor programs and in-service trainings to ensure the necessary innovations on preparation and development of instructional materials, particularly in acquisition of reading comprehension skills.
4. Reading Material developers need to align the contents of the materials based on the

students' needs, level and abilities and followed the prescribed learning competencies set by the Department of Education. They must also adopt construction model in developing and writing materials to achieve the target goals.

5. Curriculum planners should anchor learning competencies on the latest results of researches related to reading comprehension skills.
6. Future researchers should conduct a research-driven strategy that can be used to improve the reading comprehension skills of the students. In addition, other studies may be conducted as an off-shoot of this study.

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