Reading Comprehension Module and Students' Achievement in Literature

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Abstract

This experimental study aimed to find out the extent of acceptability of the Reading Comprehension Module in terms of the content, relevance, mechanics, instructional aspect, acceptability, usability, design and layout, readability and reliability as a learning tool to enhance and improved the reading ability of Grade 7 students who belong to frustration level at Lambayong National High School for the School Year 2021-2022. The findings of the study revealed that the Reading Comprehension Module was excellent based on its acceptability and has passed the qualities expected by the teachers to students and where it cater their needs that could enhance as well their learning skills and abilities. With the design and content of the module, it unveil that it is consonance to the level of abilities of the respondents. Furthermore, it can be concluded based on the results determined of this research, the use of the Reading Comprehension Module in Teaching Philippine Literature is effective as most of the objectives have been met. Hence, it was recommended for further research the use of Reading Comprehension Module in Teaching Philippine Literature and develop a reading module based on the literature of the different tribes in the locality.

Keywords: Frustration level, Learning materials, Philippine literature, Reading comprehension, Students' achievement in literature.

1. Introduction

Reading comprehension is regarded as the essential component of the reading process and the major process around which all other processes are centered. It is the basis for all reading processes and the peak of reading skills. Various research conducted to improve the reading abilities of the learners have proven that getting learners into texts which they can view as their own improves reading comprehension. Yousef, Karimi, and Janfeshan (2014) in their respective studies have investigated and have found out that when engaged in text anchored on their contextual and cultural background, learners improved in their reading comprehension.

Reading helps students comprehend a text self-dependently and the teachers develop clear and successive instructional procedures. It breaks the students' inaction by encouraging them to get involved in the educational process more actively and effectively. Thus, utilizing strategies that enhance the reading comprehension level of the students is necessary. This conforms to the idea of Ambayon (2020), stating that there is a great impact and effectiveness of using modular approach through literature as aid to the improvement of the students' achievement.

Despite the importance of reading comprehension in the learning of the students, there are still identified students in Grade 7 of Lambayong National High School who are in frustration level of their reading comprehension abilities. That is why they can hardly cope with their lessons.

Different reading programs were implemented in school which could cater the needs of these learners however, with this frustration level kind of learners, it is hard to reinforce, especially that they need to be introduced to the very basic of learning to read and to comprehend. Their reading is apparently below on what grade level they are. Thus, they struggled and even hesitated when they are asked to read aloud.

However, considerable gaps still exist in the research using Module in Reading Comprehension specifically featuring the Philippine Literature setting. This selected local stories within the locality which are believed to be of effective readings to use for the students.

It is on this note that the researchers have developed a Reading Comprehension Module in Philippine Literature. This instructional reading material aids the students develop the knowledge, skills and learning experiences, and drive them to become confident, competent and enthusiastic readers. In the same vein, this helps the teachers assess the level of reading comprehension of the students to improve their performance in reading. Through this study, the learners may open their awareness and appreciate their beliefs, aspirations and the cultural values of every indigenous story of our forefathers.

1.1. Statement of the Problem

This study determined the effect of the Reading Comprehension Module in teaching Philippine Literature on the student's performance. Specifically, it answered the following questions:

1. What is the level of acceptability of the Reading Comprehension Module as evaluated by English teachers in terms of its: content; relevance; mechanics; instructional aspect; acceptability; usability; design and layout; readability; and, reliability?

2. What are the students' assessments of the Reading Comprehension Module in terms of its: content; relevance; mechanics; instructional aspects; acceptability; usability; design and layout; readability; and, reliability?

3. What is the level of students' achievements in Reading Comprehension in the control and experimental groups during the Pretest and Posttest?

4. Is there a significant difference in the Reading Comprehension level of the students in the control and experimental groups during the Pre-test and Post-test?

5. Is there a significant difference in the mean gain score of the control and experimental groups?

6. Is there a significant relationship between the acceptability of the Reading Comprehension Module and the achievement of the students in Reading Comprehension?

2. Methods

This study was conducted at Lambayong National High School located in Purok Rang-ay, Poblacion, Lambayong, Sultan Kudarat during the Second Semester, SY 2021-2022.

2.1. Research Design

This study used the experimental research design to determine the extent of the effectiveness of the Reading Comprehension Module in terms of its content, relevance, mechanics, instructional aspect, acceptability, usability, design and layout, readability and reliability by consulting the expert validators, specifically English experts which was applied to the students' both the control and the experimental groups.

This was also similar with the study of Ambayon (2020) where he used a Reading Module where he employed the study to the two groups, experimental and control groups. It was consequently organized, described and tabulated to provide answers to the specific questions that were drawn from the statement of the problem.

2.2. Respondents of the Study

The respondents of this study were the 70 Grade 7 students of Lambayong National High School, Poblacion, Lambayong, Sultan Kudarat during the Second Semester School Year 2021-2022. The 70 students were grouped into control and experimental groups. The identification of the respondents was based on the reading level which was conducted using the PHIL IRI tool. Which used also by the Reading teacher to identify the reading level ability of the students. The Experimental Group utilized the Reading Comprehension Module in Teaching Philippine Literature.

This study employed total enumeration as a sampling technique in Grade 7 students. The participants were chosen based on the result of diagnostic administered to them. All the data gathered during the duration of the study were treated, tabulated and analyzed statistically using mean, percentage and correlation.

2.3. Research Instruments

The instruments used were the Reading Comprehension Module in Teaching Philippine Literature, the test instrument and the validation instrument.

The test instrument contained the different exercises and activities developed for the students. These were distributed to them during the conduct of the learning sessions.

The validation instrument contained the listed indicators which were used to determine the reliability and the validity of the Reading Comprehension Module in Teaching Philippine Literature. These indicators were patterned from the study of Ambayon (2020) and was validated by the English Language Specialists. The validation instrument used a five-point Likert scale to rate the module which was used in the study.

Table 1.

Scale rating	Mean	Descriptive interpretation
5	4.20–5.00	Excellent
4	3.40–4.19	Very good
3	2.60–3.39	Good
2	1.80–2.59	Fair
1	1.00–1.79	Poor

2.4. Sampling Techniques

The researchers used Complete Enumeration Sampling Technique, using the Philippine–Informal Reading Inventory (Phil-IRI) tool in determining and selecting the participants, this is one of the assessment tools that teachers may use to determine students' abilities and needs in reading. There were 70 seventy students identified who belong to frustration level in their reading comprehension, the 35 students set as the experimental group and the other 35 students is set as control group.

2.5. Statistical Treatment

The Mean was used to evaluate the content, relevance, mechanics, instructional aspect, acceptability, usability, design and layout, readability and reliability of the Reading Comprehension Module in Teaching Philippine Literature both for the English teacher evaluators and the students; and in determining the learning achievement of the students in the control and experimental groups during the pretest and posttest.

The t-test was utilized to find the significant difference between the reading comprehension level of the students in the control group and the experimental group during the pretest and posttest; and to test the significant difference in the mean gain scores of the control and the experimental groups, t-test also be used.

Finally, to test the significant relationship between the acceptability of the Reading Comprehension Module and the reading comprehension level of the students, t-test correlation was used.

3. Results

The respondents assessed the acceptability of the reading comprehension module in terms of its, content, relevance, mechanics, instructional aspect, acceptability, usability, designed and layout, readability and reliability and the level of students' achievement in the Control, and Experimental group during the Pretest and Posttest.

Table 2. Level of acceptability of reading comprehension module as evaluated by the English teachers.

Indicators	Mean	Verbal
Contents	4.86	Excellent
Relevance	4.86	Excellent
Mechanics	4.78	Excellent
Instructional aspect	4.70	Excellent
Acceptability	4.79	Excellent
Usability	4.64	Excellent
Design and layout	4.83	Excellent
Readability	4.64	Excellent
Reliability	4.64	Excellent
Overall mean	4.75	Excellent

As shown in Table 2, the level of acceptability of the reading Comprehension Module in Teaching Philippine Literature as evaluated by the English teachers was excellent. The result of analysis bears the Overall Mean of 4.75 which means that it has above quality standard result.

It can be inferred that the developed instructional material is excellent enough to cater the needs of the students. It is manifested in the results that its objectives set were achieved. It is clearly presented, simplified, and utilizes varied exercises for active learning and is appropriate learning instructional materials to cater the need of the students. It is clearly manifested, and it can be understood that the lessons within the module can be easily followed through by the students. Moreover, the result was supported by Ebel, (2007) that the workbook which serves as supplemental instructional materials for learning must have congruent objectives to the learning competencies.

Table 3. Results of students' assessment of the reading comprehension module.

Indicator	Mean	Verbal
Content	4.86	Excellent
Relevance	4.61	Excellent
Mechanics	4.75	Excellent
Instructional aspects	4.69	Excellent
Acceptability	4.74	Excellent
Usability	4.70	Excellent
Design and layout	4.86	Excellent
Readability	4.59	Excellent
Reliability	4.78	Excellent
Overall mean	4.73	Excellent

Table 3 reveals the summary of overall mean rating on the content, relevance, mechanics, instructional aspect, acceptability, usability, design and layout, readability, and reliability of the Reading Comprehension Module. It bears the rating of 4.73 which is excellent in verbal rating.

Among the nine indicators identified, the Content indicator got the highest mean of 4.86 and indicator Readability got the lowest mean of 4.59 which resulted to both descriptive rating as excellent. The result indicated that the Reading module has passed acceptability measures that was assessed by the students where in the module caters the needs of the learners that could possibly increase their learning skills and abilities in exploring the used of Reading module by the researcher in the conduct of her classes during this study.

According to Connolly (2012), using a workbook in teaching reading and writing skills with outstanding presentation is highly flexible in terms of building the knowledge of the students.

Table 4. Level of students' achievement in reading comprehension.

Achievement of control group	Mean	Verbal description	Achievement of experimental group	Mean	Verbal description
Pretest	16.28	Fairly satisfactory	Pretest	15.48	Fairly satisfactory
Posttest	25.63	Satisfactory	Posttest	37.23	Very satisfactory

The table shows the level of students' achievement of the control group in the pretest has a mean of 16.28 comparable to the experimental group pretest with mean of 15.48. This simply implies that both groups have slight difference, both have same verbal description. It shows also the level of students' achievement in the posttest in which the control group has a mean of 25.63, while the experimental group has a mean of 37.23. Results show that there is an increased in the students' reading ability after learning sessions with the traditional teaching. This indicates that there is a higher difference between the means of the students' pretest and posttest using the reading module. The results of the posttest between the control and experimental shows that there is a noticeably significant difference between the scores. The control group attains the mean of 25.63 while the experimental group gains 37.23 mean. This was evident that the use of the Reading Comprehension Module has greatly affected the reading ability of the students. Based on the study of Taneja (2019), that the traditional teaching or lecture method approach needs supplementary instructional material for the developmental skills intended for the learners. Indeed, a workbook as supplemental instructional material needs developmental skills.

Table 5. Analysis on pretest scores of the control group and experimental group.

Group	N	Mean	SD	df	t-comp	t-tab
Control group	35	16.28	4.17	68	0.79	2.00
Experimental group	35	15.48	15.48			

Note: α = 0.05 level of significance.

Table 5 presents the analysis on the pretest scores of the students. Analyzing the data at α = 0.05 level of significance, t-computed is 0.79 which is too small compared to t-tab. = 2.00. There is sufficient evidence to claim that the control group does not out do the experimental group before the conduct of the experiments. This implies that prior to the conduct of the experiment both groups may likely have the same achievement. It also means that the control group is comparable to experimental group before the intervention was introduce to them. The study of Berninger & Wolf (2009) conformed to the above-mentioned results through to the issue of the time when a learner has reached an acceptable level of achievement in reading and writing remains to be subject for further study. The challenge in doing so is that variation in levels of reading achievement is normal in an ordinary developing readers and writers as well as those with specific learning disabilities. That is why normed test of specific reading and writing skills have been developed to assess variation in levels of achievement on a specific skill in a specific age or at a specific grade level.

Table 6. Analysis on posttest scores of the control group and experimental group.

Group	N	Mean	SD	df	t-comp	t-tab
Control group	35	25.63	9.46	68	6.44	2.00
Experimental group	35	37.23	4.89			

Note: α = 0.05 level of significance.

Comparing the achievement of the control group with experimental group, the result of analysis showed that t-computed=6.44 is greater than t-tabular=2.00 at alpha=0.05 level of significance. There is enough evidence to claim that the difference between means of the control group and experimental group is greater than expected by chance. The results imply that the experimental group performed well in the post test. Further, the results had the possibility that the cause of increase of the performance of experimental group is due to the intervention module in reading comprehension. According to Shaywitz, (2003), effective intervention programs for students with reading disabilities provide systematic, direct instruction phonemic awareness and phonics. The Program needs to teach students to apply these skills to reading and writing.

Table 7. Analysis on mean gain of the control group and experimental group.

Group	N	Mean	SD	df	t-comp	t-tab
Control group	35	9.34	8.66	68	7.30	2.00
Experimental group	35	21.74	5.08			

Note: α = 0.05 level of significance.

Comparing the mean gain score of the control group (9.34) to that of the experimental group (21.74), indicated a t-computed of 7.30 which is very high compared to t-tab=2.00 at alpha=0.05 level of significance. There is enough evidence to declare that the difference between mean gains is greater than expected by chance. This implies that the experimental group had more learning progress than the control group due to the employment of the module. Slavin and Cheung (2005) assumed that even the reading programs that did not result in a favorable impact on student achievement measures might affect student interest level and reading behaviors. The studies that quantified post-intervention test results in order to measure the efficiency of reading intervention, however, often overlook, an affective aspect of the intervention, such as students' stimulus and engagement.

Table 8. Acceptability of the module vs posttest of the experimental group.

Pair of variables	N	r	t-comp	t-tab	Description
Acceptability of the module	35	0.23	1.36	2.00	Not significant
Students' achievement					

Note: α = 0.05 level of significance.

The degree of relationship between acceptability of module and achievement of the experimental group is represented by r=0.23, the analysis was deepened to test the significance of r=0.23. The results show that t-computed = 1.36 which is lower than the t-tab=2.00. This implies that r=0.23 is attributed to chance. It means that aside from r=0.23 is a small degree of relationship between acceptability of the module and students' achievement.

This is in consonance with the study of Auditor and Naval (2014) wherein they found out that there was no statistically significant difference in among the assessments of the students, peers, and experts on the acceptability of the developed modules. This means that there is no significant relationship in the overall acceptability of the module and the level of the knowledge of the students.

The research findings are relevant to the observation of Ludeweg et al, (2022) on the probable factors which affects the reading performance of the students. One factor is the currently encountered pandemic. Covid19 has had an impact on education worldwide, leading to the increased possible negative effect on students learning outcome. This study examined fourth grader reading achievement based on school panel study. Results showed a substantial decline in mean reading achievement, suggesting that this sharp achievement decline was likely related to pandemic. It could be one of the possible reason some students were distracted by household chores, and other had been glued to the used of mobile phones which prevent their interaction with the teacher and the lessons, the teacher had difficulty encouraging them to participate well and finish studying or finishing activities on time.

Moreover, the result of this study is also comparable to the study of Catolos (2014) wherein he tested the performance level of the students in using a work text in Algebra and has found out that there is no significant difference in their posttest after using the work test.

4. Conclusion

Based on the findings of the study, the following conclusions are drawn:

The developed learning materials was useful in the learning of the student since its effectiveness was excellent based on the results of the assessment of the students. Thus, the Reading Comprehension Module would be an additional reference for teachers in teaching reading to struggling readers.

In addition, the achievement of experimental group is better as manifested in their posttest scores which are significantly higher than the control group. An improvement took place after employing Reading Comprehension Module. The use of the reading module which contains lessons coupled with the various activities was highly motivated the students to perform better.

Furthermore, the implication of this study; specifically, to language it will provide and gives many new words, learning those words helps in the improvement of vocabulary; so, with Language teachers should engage in modular teaching to help their students to uplift their academic performance. These results of the study can be used as a source of information to other researchers who wanted to pursue similar studies. It can also be a guide for educators to use various instructional materials as teaching supplementary.

Lastly, arriving at generalization in conducting this kind of study one must apply perseverance, time, financial and resources and the like. The researcher come to understand that this study offers new insight into the current unfavorable situation in Education and points the way to how situation could be significantly improved.

Finally, the researcher learned a lot to this study especially to how low achieving learners behaving in a classroom instruction, the struggle they made, their feeling of reluctant, when it comes to reading.

5. Recommendation

The following are recommended by the researcher based on the findings and conclusion of the study.

1. The developed module can be used by the Grade Seven English Language teachers in teaching their students in reading.

2. Recommended for publication by the Division because it will be of great help to students who cannot comprehend well.

3. It may be used in Region XII as an alternative reference in teaching Philippine Literature.

4. Further study such as the use of Reading Comprehension Module in teaching Literature in Teaching Indigenous People (IP) students; and develop a reading module based on the Literature of the different tribes in the locality are suggested.

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