



# Localized Learning Materials (Big Books) for Beginning Readers of Tagudin, Ilocos Sur

Imelda N. Binayan

Ilocos Sur Polytechnic State College -Tagudin Campus, Graduate School, Philippines  
emybinayan@gmail.com

**Abstract.** This study tried to the effectiveness of the localized learning materials (enormous books) in educating daycare learners. Particularly, the investigate looked for answers to the taking after issues:

(1) What is the level of reading performance of the daycare learners based on their summative assessments during the three months of educating them? (2) What is the level of perusing performance of the learners based on their posttest? (3) How compelling is the utilization of Localized Learning Materials (LLM) in making strides in the perusing abilities of the learners? (4) What is the level of legitimacy of the localized learning materials based on the assessment of five DepEd specialists? The information accumulated was quantitatively portrayed by utilizing recurrence, rate, and cruel. They think about concluded that:

(1) The youthful learners can perform way better since they are spurred to memorize when creatively arranged localized materials (big books) are utilized within the teaching-learning handle. (2) The youthful learners can move forward much in their perusing execution when the instructing handle is supported by enormous books. (3) The utilization of localized Learning Materials (huge books) is exceptionally compelling in educating the starting perusers. (4) On the legitimacy of the materials, it is concluded that they are exceptionally worthy, suitable, and utilitarian in educating the starting perusers. The consider prescribes that the consider be duplicated in a more extensive scope and consider more factors to be included within the consider. The localized learning materials (enormous books) prepared ought to be replicated by the College of Instructor Instruction, profit for copyright some time recently they are disseminated to the embraced schools of the college

**Keywords:** Beginning readers, Big Books, Level of Validity, Localized Learning Materials

## 1 Introduction

Reading is one of the most indispensable skills to be honed in the learner's initial stage of formal education. It enables man to ponder the mysteries of the world, explore accumulated knowledge and contemplates the unknown. It is a basic means of acquiring information in society and in the academic setting and remains to be the most convenient means of access into the rich repository of knowledge accumulated and preserved

© The Author(s) 2024

J. Handhika et al. (eds.), *Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023)*, Atlantis Highlights in Social Sciences, Education and Humanities 25,

[https://doi.org/10.2991/978-94-6463-554-6\\_26](https://doi.org/10.2991/978-94-6463-554-6_26)

by mankind in printed matter. From the study of CRUZ ECARP Program that every student should show written or oral evidence of having read at least two books a year.

The ability to read helps one to know facts about the varied and rich factual information accumulated through the ages. It enables a person to satisfy both his personal and functional needs and to participate effectively in contemporary society. It is a basic skill necessary for success in other areas of study and leads to a lifetime pursuit of learning, critical thinking and enjoyment. The development of the child's ability to read is a fundamental goal of education. According to Ahmed et.al (2016) fluent readers not only read words accurately and effortlessly but the integration of vocabulary, background knowledge, attending to prosodic cues is also given importance.

In teaching reading, the fundamental purpose is to develop basic skills and techniques so that the individual's capabilities in reading could be optimized. It develops the ability to group words into thought units, ability to note details, follow instructions and other comprehension abilities. Reading is composed of series of underlying processes and the teaching of reading must deal with each of these processes in turn, especially to slow learners. Whereas, bright children easily synthesize these varied strands and appear to be learning a single skill involved in learning to read. The teacher in reading tries to develop each of the important sub-skills to such an extent that the learner can perform automatically. From Ozdemir (2010) when word recognition is automatic, the learner's attention can center on comprehension. According to the Report of the National Reading Panel that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency and ways to enhance comprehension.

Good reading program in a school can help meet the child's personal and social needs through its content, in the manner in which it is conducted and through a careful organization and gradation of materials. Through content, the reading program may add meaning through stories and descriptions of earlier days. It satisfies the learner's curiosity about specific topic in such fields as Science, Mathematics, Social Studies, Arts, Health and like (Journal of Literary Research). It is a forum for sharing innovative research and pedagogy composing of broad topics integrating instruction, assessment and policy development.

All lessons in school need reading, no other subject in the school curriculum could be learned by learners if their early childhood teachers have not taught reading very effectively. It is then very essential for every school administrator to assign teachers who are effective in teaching reading. The success or failure of learners in their future studies will depend very much on their mastery in reading. Learners who love reading will become independent, well-informed and eventually a better and responsible citizen.

The key to learning is better reading skill. From this "life-long learning" or "survival" skill, one can develop the ability to "learn for life". These are important elements for building individual competence and achievement that can be translated in the future into a competitive workforce Luz (2017) A Nation of Non Readers Literature and Literacy available (<http://pcij.org/stories/a-nation-of-nonreaders> retrieved January 26, 2017). Weakness in reading ability constitutes one big problem that learners encounter at all educational levels. Hence, teaching reading is considered as a teaching objective

at the different educational stages and the key to success particularly for beginning readers.

It is conceptualized in this study that the reading skills of the beginning readers/Day Care Learners of Barangay Quirino, Tagudin, Ilocos Sur could be enhanced through the use of Localized Learning Materials (LLM). The main objective then of this simple study is to test the effectiveness of the said materials in enhancing the level of reading performance of the learners through its actual use and establishing its validity by experts in the field. According to CAKIR (2015) he suggested that apart from course-book, teachers should be encouraged to use validated instructional materials.

## **2 Methodology**

### **2.1 Research Goal**

The main objective of this study was to test the effectiveness of the localized learning materials (big books) prepared by the College of Teacher Education in teaching day care learners. Specifically, it aimed to:

1. Decide the level of reading performance of the learner-respondents based on their summative assessments during the three months of teaching them.
2. Gauge the level of reading performance of the learners based on their posttest.
3. Test the effectiveness of the Localized Learning Materials (LLM) in improving the reading skills of the learners.
4. Build up the level of legitimacy of the localized learning materials based on the assessment of five (5) DepEd specialists

### **2.2 Analyzing of Data**

This action research adopted the experimental One-Shot Case Study design where in a posttest was given after the treatment or intervention was used (SAGE Encyclopedia of Educational Research). To come up with a scholarly output, the researchers had included the results in all the given pencil and paper evaluations taken separately per month. They are the summative evaluations considered in the study. The study made use of purposive sampling using the fifteen daycare learners since they were the ones having regular attendance during Saturdays. There were 6 young boys and 9 young girls. The rest of the class were all part of the reading lessons with scores properly accounted for but were not considered as subjects of the study.

The research main instrument used was a paper and pencil teacher-made test that served as the data-gathering tool. It was checked by the 3 faculty members of the College of Teacher Education as to establish its validity. It was finalized into 25 items good enough for the young learners to answer in one hour. The summative evaluations together with the questionnaire were employed in gathering the data needed in the study. There were prepared written evaluations given to the learners every Saturday after using the localized big books. This was done for the duration of 3 months. Answers were

checked and scores were recorded and tabulated for the purpose of quantifying the results. After 3 months of teaching the learners, the posttest was administered.

In this research, the data gathered were quantitatively described by using frequency, percentage and mean.

The weighted scores of the learners during the three months of instruction were treated separately to determine their reading performance level. The summative evaluations of the learners were categorized using the following descriptive equivalents:

<b>Weighted Scores Total:30-points</b>	<b>Weighted Scores Total:46-points</b>	<b>Description Total:30-points</b>
25-30	37-46	Outstanding (O)
19-24	28-36	Very Satisfactory (VS)
13-18	19-27	Satisfactory (S)
7-12	10-18	Fair (F)
0-6	0-9	Poor (P)

For the posttest conducted, the following scale was used:

<b>Weighted Scores</b>	<b>Description</b>
20-25	Outstanding (O)
15-19	Very Satisfactory (VS)
10-14	Satisfactory (S)
5-9	Fair (F)
0-4	Poor (P)

For the level of validity the prepared localized learning materials, the following scales were used:

<b>Numerical Value</b>	<b>Statistical Range</b>	<b>Descriptive Equivalent Rating</b>
5	4.21-5.00	Very Highly Acceptable (VHA)
4	3.41 – 4.20	Highly Acceptable (HA)
3	2.61 – 3.40	Moderately Acceptable (MA)
2	1.81 – 2.60	Slightly Acceptable (SA)
1	1.00 – 1.80	Not Acceptable (NA)

### 3 Findings/Results

#### 3.1 Summative Scores of the Learners During the Three Months (Saturdays) of Instruction

For a clearer presentation of the results of the summative evaluations given to the learners, the monthly results of their pen and paper evaluations are presented separately as seen in tables 1a to 1c.

For the month of September, the learners were taught for four Saturdays thus having four corresponding evaluation activities with a total of 30 points. This served as the

summative evaluation for the month. Their performance was from “satisfactory to outstanding” with a mean of 16.93 described as “very satisfactory”. This goes with Rahim (2017) study that the use of big books creates fun and meaningful learning of English.

**Table 1.** Reading performance of the learners for the month of September, 2018.

<b>Weighted Scores</b>	<b>Frequency</b>	<b>Description</b>
25-30	4	Outstanding (O)
19-24	4	Very Satisfactory (VS)
13-18	7	Satisfactory (S)
7-12	0	Fair (F)
0-6	0	Poor (P)
Total:	15	
Mean Performance	20.13	Very Satisfactory

**Table 2.** Reading performance of the learners for the month of October, 2018.

<b>Weighted Scores</b>	<b>Frequency</b>	<b>Description</b>
40-46	9	Outstanding (O)
30-39	4	Very Satisfactory (VS)
20-29	1	Satisfactory (S)
10-19	1	Fair (F)
0-9	0	Poor (P)
Total:	15	
Mean Performance	37.33	Very Satisfactory

**Table 3.** Reading performance of the learners for the month of November, 2018.

<b>Weighted Scores</b>	<b>Frequency</b>	<b>Description</b>
25-30	2	Outstanding (O)
19-24	4	Very Satisfactory (VS)
13-18	5	Satisfactory (S)
7-12	4	Fair (F)
0-6	0	Poor (P)
Total:	15	
Mean Performance	16.93	Very Satisfactory

There were five Saturday meetings for the month of October, 2018. It can be gleaned from Table 1b that from a total of 46 points in the evaluative activities, the general performance was from “fair to outstanding” and a mean of 37.33 described as “very satisfactory”.

Further, a total of 30 points was also administered for the month of November. Results in Table 1c shows that the learners had a “very satisfactory performance” as seen on the mean performance of 16.93. The overall reading performance described as very satisfactory is an indication that the use of the Localized Learning Materials is a very effective intervention in teaching the beginning learners in their basic reading foundations Tety (2016).

### *Posttest Performance of the Learners*

To reinforce the findings in the summative evaluations of the learners for the duration of three months as seen in the previous tables, they were given a posttest evaluation as a concluding part of the study. Table 4 shows the data generated from the said posttest.

**Table 4.** Results in the posttest performance of the learners.

<b>Weighted Scores</b>	<b>Frequency</b>	<b>Weight (%)</b>	<b>Description</b>
20-25	13	86.7	Outstanding (O)
15-19	2	13.3	Very Satisfactory (VS)
10-14	0	0	Satisfactory (S)
5-9	0	0	Fair (F)
0-4	0	0	Poor (P)
Total:	15	100%	
Mean Performance	23.06		Outstanding

The same table shows that 2 or 13.3 percent were under a description of very satisfactory while 13 or 86.7 percent were outstanding. This result conforms or corroborate with the data in the summative evaluations that the learners had improved in their basic reading performance. It implies that using localized learning materials is effective in teaching basic reading to the beginning readers. This goes with the line of thought of Bassey (2019) when she emphasized that Instructional Materials enhance teaching and learning.

### **3.2 Acceptability of the Localized Learning Materials**

To establish the level of validity of the prepared Localized Learning Materials, the said materials were presented to five Department of Education Elementary Officials where in two were master teachers and three were English coordinators. Said experts evaluated the materials in terms of functionality, acceptability, appropriateness, timeliness, implementability and sustainability. Table 3 shows the results of the evaluation. All the six areas considered in the evaluation garnered a descriptive equivalent rating of “Very Highly Acceptable” except for sustainability which was “highly acceptable”. The overall mean value was 4.7 generally described as very highly acceptable. This implies that the five evaluators highly favored the validity of the prepared learning materials. The effectiveness and success of any learning endeavor is heightened by a valid learning material with appraisal of all its aspect as it was done in this study. Similarly in the

study of Bukoye when he sensitize all heads of schools and teachers through seminars and workshops on the importance and good utilization of instructional materials.

**Table 5.** Level of validity of the Localized Learning Materials.

Level of Validity as to:	EVALUATORS							
	1	2	3	4	5	T	MV	DER
A. Functionality	5	5	5	5	5	25	5.0	Very Highly Acceptable
B. Acceptability	5	4	4	5	5	23	4.4	Very Highly Acceptable
C. Appropriateness	5	4	5	5	4	23	4.6	Very Highly Acceptable
D. Timeliness	5	4	5	5	4	23	4.8	Very Highly Acceptable
E. Implementability	5	5	5	5	5	25	4.6	Very Highly Acceptable
F. Sustainability	5	4	4	4	4	21	4.0	Highly Acceptable
Overall Mean Value: 4.7 ( <b>Very Highly Acceptable</b> )								

## 4 Conclusions

The study concluded that:

Young learners can perform way better because they are propelled to memorize when artistically arranged localized materials (big books) are utilized within the teaching-learning preparation. Young learners can make strides in their reading execution when the educating handle is helped by huge books. The utilization of localized Learning Materials (huge books) is exceptionally viable in educating the starting perusers. On the legitimacy of the materials, it is concluded that they are exceptionally worthy, suitable, and useful in educating the starting perusers.

## Recommendation

The study recommends that the study be replicated in a wider scope and consider more variables to be included in the study. The localized learning materials (Big Books) prepared should be reproduced by the College of Teacher Education, and avail for a copyright before they are distributed to the adopted schools of the college.

## Limitation

The limitation of the study was the few number of Day Care Learners who became subjects in the test of the level of effectiveness of the prepared big-books.

## Acknowledgement

The researchers wish to extend their profound and utmost gratitude to Ilocos Sur Polytechnic State College. To the Late Dr. Francisco D. Lopez, SUC President III, Dr. Gilbert R. Arce, SUC President III, Dr. Apolo S. Francisco, Vice-President for Academic Affairs, Dr. Gloria D. Tuzon, Vice President for Research, Extension and Training, Dr. Corazon Q. Quitevis, Vice-President for and Administration and Finance and Dr. Ederlina M. Sumail, Campus Administrator of ISPSC, Tagudin Campus for allowing the researchers to conduct, present and publish this research paper.

## References

1. Adeva, J. (1974). *Research and Thesis Writing*. University Book Supply.
2. Sevilla, C. et. al. (1992). *Research Methods*. Revised Edition, REX Bookstore
3. Ulit, et.al. (1998). *Teaching the Elementary School Subjects*. REX Book Store, Inc.
4. Stephen, E. (2013). Research Project Submitted in Fulfilment of the Requirements for the Award of Master of Education in Early Child Education in the Department of Education Communication and Technology University of NAIROBI.
5. Siding, C. et. al. (2014). *Enhancing the Reading Speed of Grade III of Tagudin Central School through Guided Direct Reading Reinforced by Big Books*. An Action Research, ISPSC, Tagudin Campus.
6. N. R. Cruz. "Every Filipino Child a Reader" Department of Education in 2001.
7. Ahmed et al (2016) *The Complexity of Reading Comprehension*, March 8, 2019 Sage Journals Available <https://doi.org/10.1177>
8. Ozdemir, M. (2010) *Friendship, Need Satisfaction and Happiness*, *Journal of Happiness Studies* <http://dx.doi.org/10.1007/S10902-009-91385>
9. National Reading Panel: *Teaching Children to Read* (April 2000) National Institute of Child Health and Human Development (NICHD) and US Department of Education
10. J. M. Luz. *A Nation of Non Readers Literature and Literacy*. Available: <https://peij.org/stories/a-nation-of-non-readers>. January 26, 2017
11. CAKIR, 2015 *Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools*. Erciyes University, Kayseri, Turke
12. Paper and Pencil Assessment: *SAGE Encyclopedia of Educational Research, Measurement and Evaluation*, 2018. Available [https://dx\\_doi.org/10.4135](https://dx_doi.org/10.4135)
13. N. A. Rahim et-al. (2017) *The Big Books: Understanding the contents or Illustrations?* Available <https://www.researchgate.net> – 2930
14. J. L. Tety (2016) *Role of Instructional Materials in Academic Performance in Community Secondary Schools in Rombo District*. Published Dissertation Thesis. Open University of Tanzania.
- 15.
16. L. G. Basseyy and A. Ogan, *Availability and Utilization of Instructional Materials for Effective Teaching in Public Junior Secondary Schools in Port Harcourt Metropolis, Rivers State*. SEAH 1 Publications, 2019. Available: [www.seah.paj.org](http://www.seah.paj.org) ISSN: 2360-8918
17. R. O. Bukoye, (2019) *Utilization of Instructional Materials as Tools for Effective Academic Performance of Students: Implications for Counselling*.
18. Journal of Literacy Research ISSN: 1086-2964 Copyright 2021 by SAGE Publications



## Electronic Sources

19. [http://cees.uonbi.ac.ke/sites/default/files/cees/final%20project%20August%20%2020134\\_0.pdf](http://cees.uonbi.ac.ke/sites/default/files/cees/final%20project%20August%20%2020134_0.pdf) Accessed Date/Time: April 27, 2017/8:32am.
20. <https://eric.ed.gov/?id=ED001855> Date/Time accessed: April 25, 2017/8:24 am.
21. [http://iwanardiasa-\(2/6/07\)](http://iwanardiasa-(2/6/07)).

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

