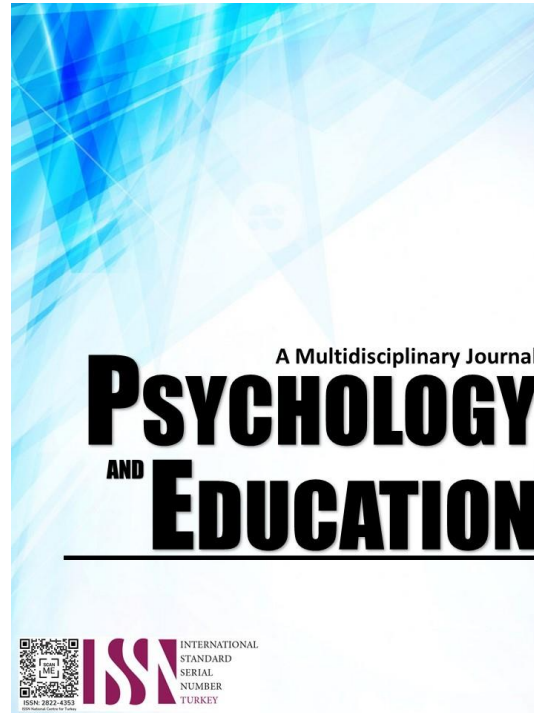


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The Use of Individualized Materials in Relation to Learners' Reading Comprehension

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Abstract

This study aimed to determine the contribution of individualized reading materials to the reading comprehension of Grade VI learners at Francisco Ll. Laya Memorial Integrated School, Pindugangan, Tipanoy, Iligan City during the school year 2019-2020. Specifically, the study determined how this strategy helped in terms of the pretest-posttest reading performances using the PHIL-IRI selections in Comparative and Individualized Group; the significant difference between the pretest and posttest reading performances of the participants in the Comparative and Individualized group; and finally the reading materials to be compiled based on the results of the study. Quasi-experimental research design was utilized and a standard Phil-IRI questionnaire was used in gathering data. Frequency and percentage, independent t-test and paired t-test were performed to find out the significant relationship between the pretest and posttest reading performances of the respondents in the two groups. The study revealed that using individualized reading materials contributed in improving the reading comprehension skills of the learners. Significant conclusions were given that the use of the individualized reading materials created a new learning atmosphere which motivated the pupils to improve their comprehension of the read text.

Keywords: *reading comprehension, public school, elementary learners, individualized materials*

Introduction

One of the goals of reading is for the learner to comprehend what he reads. But poor comprehension of learners has been a problem of schools and many teachers, in particular. As evidenced by the yearly results of Phil-IRI (Philippine Informal Reading Inventory) for learners, where the researcher was assigned the school reported that out of 67 learners 45 or 67% of the Grade VI learners belong to nearing mastery level. If a learner could not comprehend, reading is a failure and the learner can still be considered as a non-reader. As observed, some of the learners just read literally without comprehension, their goal is just to finish what is required of them, so they read without understanding the meaning of the text.

In most classroom cases, learners are observed to participate less when asked about a certain text being read and cannot answer questions. If their teachers motivate them to give answers, they tend to read the material again. They try to comprehend to be able to answer the questions posed. Despite rereading the text, the learners cannot accurately and significantly answer the questions. This proves that they do not comprehend what they read. When this happens, the academic performance of the learners is adversely affected. Without comprehension, they cannot follow directions and instructions across all learning areas. Moreover, they cannot give opinions regarding the points read because nothing or only a very marginal

understanding registers in their mind. In the general sense, there is no learning at all and their time in school is wasted.

Thus, the school fails to accomplish its salient responsibility that is aligned to the vision it sets to attain. On the other hand, learners who can grasp the concept presented in a reading material can follow instructions in all learning areas. They can reflect on the concept illustrated in the text. They have the chance to perform better in academics and the chances to fare better in life when they go out of school or when they finish their studies. Realizing this phenomenon, schools and their teachers endeavor to intervene in the problem of poor comprehension (Busick, 2013).

Among the interventions introduced to address the difficulties in comprehension, is the use of individualized reading materials. This strategy employs reading materials that have practical and aesthetic value to the learners. The use of individualized reading materials is reading with a purpose. It involves learners to read selections or short paragraphs wherein the comprehension check will be answered after reading. Also, it offers opportunities where the learners are directed to process the words or the language used in the text, so as they can understand what they are reading.

The comprehension of the reader depends not only on the prior knowledge and working memory but also on language processes such as decoding, vocabulary,

basic reading skills, sensitivity to text structure, motivation, and inferencing (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Comprehension also requires the effective use of strategic processes like metacognition and comprehension monitoring. As a reader whose reading comprehension skill is matured enough, they can progress efficiently and effectively from the stage of learning. These readers read to the ultimate goal of reading to learn. This tenet is the center of the use of individualized materials in teaching reading. Looking into this tenet, educators have observed that this approach works in developing the learners' ability to read.

Looking into the school locale, it has become apparent that teachers have witnessed the poor academic achievement of their learners. They also consider the low grades they get in most of their subjects, in particular, in their language classes because of poor comprehension. Therefore, they set endeavors to resolve the problem of the learners' poor comprehension ability. Different teaching reading strategies are observed introduced by the teachers. Approaches of teachers come in the battery. Individualized reading materials have been utilized. However, reports of poor comprehension persist in the school locale and there is no concrete assessment of the effectiveness of these strategies. Only a few cases of exploration of these approaches, specifically the use of individualized reading materials, are tangible in the school locale.

As educators have noticed that the use of individualized materials works in addressing poor text comprehension by the learners, the researcher who is an English teacher gets interested to explore this approach to determine its relation to reading comprehension. Chiefly, the researcher is interested to assess the contribution of the said approach to the reading comprehension of the learners, particularly, the Grade 6 learners. It is also her goal to measure how the use of individualized reading materials helps enhance the reading skills and potential of the learners in reading that would affect greatly their reading comprehension.

The researcher believes that this present study was very useful to the solution of the problem of poor reading comprehension of the learners of the school locale. It is applicable and can be very beneficial to the school and the next researcher. It is in this context then that this study was conducted.

Research Questions

As this study introduced the use of individualized reading materials in teaching reading, it attempted to ascertain the workability of this strategy. This study then aimed to determine the contribution of individualized materials about the reading comprehension of the Grade VI pupils of Francisco Ll. Laya Memorial Integrated School, South I District, Iligan City, during the school year 2019-2020. Specifically, this study aimed to address the following concerns:

1. What is the pre-reading comprehension of the participants in the individualized reading group and comparative group?
2. What is the post-reading comprehension of the participants in the individualized reading group and comparative group?
3. What are the pre-reading and post-reading comprehension of both participants in the individualized reading group and comparative group?
4. Is there a significant difference between the pre-reading comprehension of the participants in the individualized and comparative group?
5. Is there a significant difference between the post-reading comprehension of the participants in the individualized and comparative group?
6. Is there a significant difference between the pre-reading and post-reading comprehension of participants both in the individualized group and comparative group?
7. What reading materials can be compiled based on the result of the study?

Methodology

This chapter presented the research methods used in the study. It discussed the research design, research environment, subjects, sampling procedures, data gathering methods, research instruments, and statistical treatment.

Research Design

The method used in this study was a quasi-experimental research design using two groups of learners, the Comparative and the Individualized Reading groups. The silent reading material in the Philippine Informal Reading Inventory (Phil-IRI) in English was used as the main tool in gathering the data needed. Quasi-experimental enabled the researcher to assess the contribution of individualized reading

materials to the learners' comprehension skills using the pretest and posttest results.

Research Locale

This research was conducted at Francisco Ll. Laya Memorial Integrated School, Pindugangan, Tipanoy, Iligan City, South I District. South I District has nine (9) schools, two (2) integrated schools and seven (7) primary schools. Francisco Ll. Laya Memorial Integrated School is one of the integrated schools with Del Carmen Integrated School. The seven (7) primary schools include Sevillano Reuyan Memorial School, Dorothea S. Lloren Memorial School, Pugaan Elementary School, Dalamas Elementary School, Taluntunan Elementary School, Lumbatin Elementary School, and Dona Josefa Actub Lluch Central School.

This study primarily targeted Francisco Ll. Laya Memorial Integrated School which was located in Sitio Pindugangan, Barangay Tipanoy Iligan City. Barangay Tipanoy is a peaceful and progressive barangay headed by a strong and supportive Barangay Captain, councilors and tanods. There are five (5) schools under this barangay, one (1) high school, three (3) primary schools and one (1) integrated school which is Francisco Ll. Laya Memorial Integrated School.

Francisco Ll. Laya Memorial Integrated School is headed by a school principal I, with twenty-six (26) employed teachers. There are sixteen (16) elementary school teachers, eleven (11) high school teachers, one (1) non-teaching personnel, one (1) watchman and one (1) utility man. In this school year 2019-2020, the total enrolment of the school is 870 in all. For the Elementary school, it has a total of 474 with 236 male and 238 female pupils, Junior High School has 176 male and 167 female students, a total of 343, and the Senior High School has a total of 53 with 28 male and 25 female students.

The aforementioned school supported the program: "No Child is left behind." It strives to make every child a reader, so the teachers, especially the English teachers, committed to supporting the program. At present, the school and its teachers work together to create activities that serve as venues for the pupils or students to be regularly exposed to books. This is to develop their reading abilities and to reach the standards of reading competencies. The classrooms of some of the teachers have mini-libraries to provide their pupils or students with reading materials, so they get a chance to read books during their free time. The research locale was near the residence of the researcher thus, the study was conducted there.

Subjects and Sampling Procedures

The subjects of the study were the learners of the two Grade 6 sections of Francisco Ll. Laya Memorial Integrated School, during the school year 2019- 2020. There was a maximum of 34 learners in each class. The two groups used a toss coin to determine the Individualized reading materials and the traditional approach. These groups had an equal standing of pre-reading scores. The researcher served as the facilitator of the teaching-learning process. She recorded the data gathered during the conduct of the two-month experiment.

Research Instruments and Use

The instrument used in this study was the Phil-RI selection in English silent reading for grade VI learners. It was composed of three paragraphs to be read by the participants with 20 comprehension items in a multiple-choice type. One point was given for every correct answer, while no point was given to incorrect answers. The score was categorized according to performance wherein 15-20 means mastered, 10-14 means nearing mastery, and 9 below means least mastered.

Data Gathering Procedures

The researcher conducted the study and facilitated the gathering of data. A permission letter was submitted to the Division Office. As soon as it was approved, the researcher approached the District Supervisor as well as the School Head for courtesy to conduct the study. All communications were signed and approved by the concerned personalities of St. Peter's College.

There were two lesson plans prepared in the conduct of the study. The lesson plan in English 6 was followed and used in the Comparative Group and a lesson plan integrated with Individualized Reading Materials was used by the Individualized Reading Group. The researcher-made lesson plan was taken from the K-12 Curriculum Guide to both Comparative and Individualized Reading groups.

Since this study utilized a standardized test from Phil-IRI, no validation was needed. The pretest was administered to both groups of pupils. Pupils were given the pretest one week before the study and before teaching the particular study. The pretest was given and the same selections were used in the posttest. However, the comprehension questions were in a different placement to avoid learners' familiarity with the items.



Following the lesson plans made, the two methods were implemented in the class of two groups of participants. The traditional teaching was done to the comparative group at 8:30 - 9:20 and the Individualized reading materials at 9:20-10:10 for the individualized reading group. After the presentation of the lesson, the teacher distributed the reading materials to each pupil. The participants read the selection silently and answered the comprehension questions with multiple choices after reading. The reading materials were used also in the discussion of the lesson properly. Posttests were conducted after two months of intervention. Results were scored, analyzed, and interpreted. After conducting the pretest and posttest, the pupils' scores were tallied and analyzed using the statistical tools, the frequency, percentage, and mean.

Results and Discussion

This chapter discusses the data displayed in the tables and graphs. The data were analyzed, interpreted, and supported by related literature or studies.

What are the pre-reading comprehension of the participants in the individualized reading group and comparative group?

Table 1. *Distribution of the Pre-reading Comprehension of the Participants in the Individualized Reading Group and Comparative Group.*

Mean Percentage Score	Performance Category	Individualized Group		Comparative Group	
		F	%	F	%
75 - 100	Mastered	0	0.00	0	0.00
50 -74	Nearing Mastery	15	44.00	15	44.00
49 and below	Least Mastered	19	56.00	19	56.00
	TOTAL	34		34	
	Mean	7.38		6.74	

Table 1 presents the pre-reading comprehension of the participants in individualized and comparative groups. Results revealed that slightly more than half or 19

(56.00%) of the participants in both the individualized and comparative groups belonged to the least mastered category, while none of the participants belonged to the mastered category. A considerable number of 15 (44.00%) of the participants could be traced to the nearing mastery level.

The above information meant that the two groups participating in this study were comparable in their reading comprehension ability. Further, it meant that the experiment was on the good ground since the respondents in the two groups had equal conceptual standing. Sun (2013) claimed that one of the requirements for an experimental study to yield valid results was to establish comparability. For the sense of the experiment, it was of chief importance to warrant the equivalence of the groups at the start of the experiment.

With the logic of comparability, it was implied that there was a good basis to establish the improvement of the reading ability of the participants in the experiment. The differences in the results between the scores of the comparative group and the individualized group were established to show the usability of the strategy being experimented on.

What are the post-reading comprehensions of the participants in the individualized reading group and comparative group?

Table 2. *Distribution of the Post-reading Comprehension of the Participants in the Individualized Reading Group and Comparative Group.*

Mean Percentage Score	Performance Category	Individualized Group		Comparative Group	
		F	%	F	%
75 - 100	Mastered	5	15.00	1	3.00
50 -74	Nearing Mastery	28	82.00	22	65.00
49 and below	Least Mastered	1	3.00	11	32.00
	TOTAL	34		34	
	Mean	11.38		8.47	

Table 2 presents the post-reading comprehension of



the participants in the individualized and the comparative groups. Both groups, in their post-reading comprehension, showed improvements in their scores that fell in the Nearing Mastery and Mastered categories. The data meant that both the strategies used worked in improving the comprehension of the participants in the individualized and comparative groups. However, the participants in the individualized group performed better than the participants in the comparative group.

The foregoing data implied that the pupils in the two groups benefited from the respective strategies used, but the greater benefit was experienced by the pupils in the individualized group. This implication was aligned to the implication presented by Sundling (2012), which stated that the nature of strategies showed their capability to improve something; however, they did come in the same degree of usefulness as each fitted with a purpose.

What are the pre-reading and post-reading comprehension of both participants in the individualized reading group and comparative group?

Table 3. *Distribution of the Pre-reading and Post-reading Comprehension in the Individualized Group.*

Mean Percentage Score	Performance Category	Individualized Group		Comparative Group	
		F	%	F	%
75 - 100	Mastered	0	0.00	5	15.00
50 -74	Nearing Mastery	15	44.00	28	82.00
49 and below	Least Mastered	13\9	56.00	1	3.00
	Total	34		21	
	Mean	7.38		11.38	

Table 3 presents the distribution of the participants in terms of their pre-reading comprehension and post-reading comprehension. The results revealed that there were improvements in the comprehension of the participants. Five (5) or 15% of the participants had shown mastery in the posttest, while no one got

mastery in the pretest. The least mastered was reduced into one (1), wherein the pretest, there were 19; and the number of nearing mastery dramatically increased from 15 (44.00%) in the pretest to 28 (82.00%) in the posttest.

The preceding data indicated that the strategy used in the individualized group, individualized reading was very useful in improving the reading performances of the participants. Further, the data showed that there was good progress in the comprehension ability of the participants. This implied that the individualized reading strategy was a good intervention tool in raising the comprehension of the pupils.

Brown (2011) described individualized reading as a strategy that worked. It was an individualized instruction that could help the pupils gained self-confidence as learners because lessons were designed to fit their particular or individual capabilities. As pupils progressively built understanding and mastery of more difficult material, they gained the self-assurance that they had the skills necessary for them to be successful.

As noticed, the result displayed in Table 3.1 aligned with the notion presented by Brown (2011). The pupils' scores in the posttest notably improved to a good category.

Table 4. *Distribution of the Pre-reading and Post-reading Comprehension in the Comparative Group.*

Mean Percentage Score	Performance Category	Pre-test		Post-test	
		F	%	F	%
75 - 100	Mastered	0	0.00	1	3.00
50 -74	Nearing Mastery	15	44.00	22	65.00
49 and below	Least Mastered	19	56.00	11	32.00
	Total	34		21	
	Mean	6.75		8.47	

Table 4 (Figure 5) presents the distribution of the subjects in terms of their pre-reading comprehension and post-reading comprehension. The result in the comparative group displayed that all the scores of the



participants fell on the least mastered and nearing mastery skills category in the pre-reading or pretest, respectively. Also, this result showed that the comprehension of the participants improved by 3% in mastery level in the posttest, and the number of pupils in the least mastered (19) reduced in the post-reading comprehension or posttest.

The foregoing results meant that the traditional reading strategy used in the comparative work had benefited the pupils as there was a leap of eight pupils who rose to near mastery (7) from least mastered, and mastered (1) from nearing mastery. This information could be explained by the words of Johnson (2008), which reported that traditional strategies could still work in improving the reading abilities of students. No strategy did not work; one just had to use it in a proper setting, and manipulate it to work.

Is there a significant difference between the pre-reading comprehension of the participants in the individualized and comparative groups?

Table 5

The Difference in the Pre-reading Comprehension of the Participants in the Individualized and Comparative Groups

Group	Pretest Scores		Mean Difference	t-value	p-value	Remarks
	Mean	SD				
Individualized Group	7.38	2.47	.647	1.021	.311	Not significant
Comparative Group	6.74	2.74				

Table 5 presents the comparison of paired differences in the pre-reading comprehension of the individualized group and comparative group. The result showed a p-value of .311 exceeding the 0.05 level of significance (2 tailed), which meant that Ho1, was accepted. It revealed that there was no significant difference in the mean pre-reading comprehension of the participants in the individualized and comparative groups. This showed that at the beginning of the experiment, the two groups had comparable mean score differences in their pre-reading comprehension. This result meant that the pupils involved in the experiment were not systematically different.

The preceding information implied that the validity of

the test was not undermined by a difference in abilities. According to Altman (2011), the validity of an experiment was undermined if the groups compared did not have comparable abilities or perceptions. In this contention of Altman (2011), the differences in the abilities of the individuals could not establish the increase or decrease of the scores of the participating groups and could not determine whether the strategy being experimented had worked or had not.

Is there a significant difference between the post-reading comprehension of the participants in the individualized and comparative groups?

Table 6. *The Difference in the Post-reading Comprehension of the Participants in the Individualized and Comparative Groups*

Group	Post-test scores		Mean Difference	t-value	p-value	Remarks
	Mean	SD				
Individualized group	11.38	2.79				
Comparative Group	8.47	2.24	2.991	4.75	0.00	Significant

Table 6 presents the comparison of paired differences in the post-reading comprehension of the individualized and comparative groups. The result showed a p-value of .000, which was lower than the 0.05 level of significance (2 tailed), which meant that Ho2, was rejected. This result meant that there was a significant difference between the posttest scores of the individualized group and the posttest scores of the comparative group.

Further, the aforementioned result indicated that the pupils in the individualized group performed better than the comparative group. This situation implied that the individualized reading material strategy used in the individualized group worked better than the traditional strategy used in the comparative group. This contention branched to the idea that the former strategy produced greater efficiency than the latter (Carlisle et al., 2011).

Additionally, it was implied that the individualized reading strategy, could be used as a remediation or intervention tool to improve the reading comprehension skills of the pupils. Connor (2015) supported the foregoing claimed. In his work, strong evidence of the workability of the individualized



reading strategy was presented. He presented that individualizing reading instruction was giving them the reading materials that fitted their level. The pupils got the interest to read if the materials were not difficult or not beyond their level. When they did not understand the text given, they tended to argue that the reading material was not properly written. This condition was frustrating on the part of both the teacher and the pupil.

Is there a significant difference between the pre-reading and post-reading comprehension of participants both in the individualized group and comparative group?

Table 7. Paired Differences in the Pre-reading and Post-reading Comprehension of the Participants in the Individualized Group.

Paired Variables	Individualized Group		Paired Mean Difference	T-value	P-value	Remarks
	Mean	SD				
Pre-test	7.38	2.47	- 4.00	-10.462	.000	Significant
Post-test	11.38	2.79				

Table 7 (Figure 8) presents the comparison of paired differences in the pre- reading comprehension and post-reading comprehension scores in the individualized group. This showed that there were significant differences in pre- reading comprehension or pretest and post-reading comprehension or posttest scores in the individualized group. As shown in the table, the level of significance (2 tailed) using the paired sample test was .000, which was less than the accepted value. This meant that the Ho3 was rejected in favor of the alternative hypothesis. This further illustrated that there was a great difference in the performance of the individualized group between the pretest or pre-reading comprehension and their posttest or post-reading comprehension.

The aforementioned result implied that the individualized reading material strategy used was able to increase the comprehension of the pupils; therefore, it was effective in improving the cognitive abilities of the pupils to gain comprehension of what they were reading. This implication got the support from Connor et al. (2014) whose work experimented on the effectiveness of the individualized reading material strategy with Grade six pupils. His findings significantly showed that the individualized reading

strategy had a high degree of effectiveness.

Table 8. Paired Differences in the Pre-reading and Post-reading Comprehension of the Participants in the Comparative Group.

Paired Variables	Individualized Group		Paired Mean Difference	T-value	P-value	Remarks
	Mean	SD				
Pre-test	6.74	2.74	-1.735	-4.325	.000	Significant
Post-test	8.47	2.25				

Table 8 (Figure 9) presents the comparison of paired differences in the pre- reading comprehension and post-reading comprehension scores in the comparative group. This showed that there were significant differences in pre- reading comprehension and post-reading comprehension scores in the comparative group. As shown in the table, the level of significance (2 tailed) using the paired sample test was .000, which was lesser than the accepted value. This meant that the Ho4 was rejected. The result showed that there was a significant difference between the pretest and posttest scores in the comparative group.

The preceding result implied that the pupils in the comparative group performed better in the post-test. This further implied that the pupils substantially understood the reading selection given to them in the posttest using the tradition of inclusion reading strategy. The traditional or inclusion strategy was also useful as a teaching reading tool. Cronbach and Snow (2007) showed that inclusion strategy supported the classroom-reading ability of children. It could challenge the child to work better to be in place with the others. Using the traditional or inclusion strategy could raise the pupils reading gains when combined with Directed Reading Thinking Activity (DRTA).

Conclusion

Based on the results of the study, the researcher forwarded some conclusions based on the result of the research:

There were no significant differences between the pretest scores in the Comparative and Individualized Reading groups. The majority of the learners' pretest scores in both groups were in the least Mastered performance category. There were significant

differences in the mean posttest scores of the learners between the Comparative and Individualized Reading groups. The majority of the pupils in the Comparative group remained to have a higher percentage in the Least Mastered performance category, while in the Individualized group showed a great increase in Nearly Mastered and even an increase in Mastered category. There were significant differences in the pretest and posttest scores of the pupils in the Comparative and Individualized groups. Most pupils in the Comparative group were in the Least Mastered performance category in the pretest and some were promoted to Nearing Mastery in the posttest. In the Individualized group, some pupils also were in the Least Mastered in the pretest and promoted to Nearing Mastery and Mastered performance category, respectively, in the posttest. Therefore, this study concluded that the use of individualized reading materials was able to improve the quality of the teaching and learning process of reading in the research locale. The use of individualized reading materials had created a new learning atmosphere that motivated the pupils to improve their comprehension of the text read. The pupils' response to learning reading through the use of Individualized Reading Materials was very good. They felt comfortable and performed better. The materials used in reading were very useful. Therefore, the implementation of the individualized reading material strategy had significantly improved the reading comprehension skills of the pupils. The research had greatly benefited from the use of the strategy.

Based on the findings drawn and the conclusions made, the following recommendations were given;

1. The school administrators should provide support to teachers in terms of the reproduction of the reading materials to be used by the learners. They should also tap and seek stakeholders to provide financial support for the reproduction of the reading materials.
2. Teachers specifically the class advisers are the focal persons that are the first to determine and identify the reading levels of the learners. They should address immediately the needs of the learners and provide the necessary reading materials needed. They should coordinate with the school administrators to seek assistance and allocate budget from the MOOE in the reproduction of the reading materials.
3. Parents should cooperate with the teachers and the school by supporting them in joining parent-teacher conferences and general assemblies and consider the importance of knowing the reading level or ability of their children. They should be guided and followed-up in the reading skills/difficulty of their children as much

as possible.

4. Learners, specifically those who are at frustration level or have reading difficulty should willingly and voluntarily subject himself to read and give focus on reading. They should learn to listen to their teachers, school counselor, and parents' advice so that they could achieve the goal which was not only reading, but reading with comprehension.
5. The intervention proposed and presented by this study should be implemented, first, in the research locale, and later in other schools
6. Future researchers should also use this for future research related to this study as a reference. They should also increase the number of respondents or choose other grade levels in the elementary to further verify the findings in this study.

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