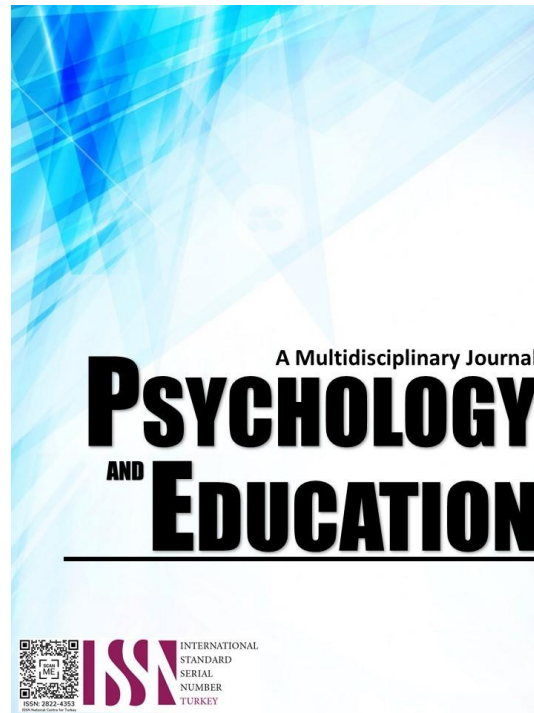


**GRADE 5 PUPILS' READING COMPREHENSION
DIFFICULTIES: BASIS FOR DEVELOPING AND
EVALUATING SUPPLEMENTARY
READING ACTIVITIES**



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Grade 5 Pupils' Reading Comprehension Difficulties: Basis for Developing and Evaluating Supplementary Reading Activities

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Abstract

This study aimed to determine the most difficult topics in reading comprehension as basis for developing and evaluating supplementary reading activities for Grade 5 pupils during the school year 2020-2021. The study used the descriptive type of research, and purposive sampling in selecting the two groups of respondents to evaluate the developed materials. Respondents in this study were 15 English teachers in Grade 5, 15 expert teachers who were Master of Arts in Teaching Major in Technical English graduates and grade five pupils of Banaba Elementary School. The data gathering instruments used in this research were the diagnostic test for the pupils and survey questionnaires for the evaluators. Furthermore, the researcher used frequency, percentage, weighted mean, and independent-samples t test to treat the gathered data. Based on the results of the diagnostic test, the top five most difficult reading comprehension skills that could be developed into supplementary activities were analyzing a two-stanza poem, distinguishing an Enumeration Text, analyzing a Text Using Advance Organizers, distinguishing a Problem-and Solution Text, and distinguishing a Time Order Text. The teachers and expert-respondents evaluated the developed supplementary reading activities for Grade 5 pupils very acceptable in terms of authenticity, clarity, comprehensibility, usefulness, and suitability with grand weighted mean of 4.83 and 4.64 respectively. The respondents also provided suggestions to further improve the material.

Keywords: *reading, supplementary materials, comprehension*

Introduction

The year 2020 threatened the Philippines' standing not only because of the global COVID-19 pandemic but also due to reports on the continuous decline of English proficiency in the country. These issues were truly disturbing since the Philippines is one of four Asian countries that utilize English as a second language under Article XIV, Section 1 of the 1987 Constitution. Scenarios of poor performance in the English Test of Filipinos were reflected in different news reports, tests, and documentaries. The most recent report along with this issue was found in 2020, when Education First (EF), an international education company, announced that the Philippines dropped by seven (7) steps from its 20th standing in 2019. Its fall to 27th rank in international standing against 100 countries urged stringent assessment of present curricula both in elementary and high school, especially that timelines on the narrowing advantage of Filipino graduates in global language worsen from 2016 when the Philippines spotted 13th, 15th in 2017, and 14th in 2018. The records were significant because of the reading difficulties of Filipinos.

Relatively, Federick Sotto Perez, president of the Reading Association of the Philippines, spoke on the fall of Filipinos' reading comprehension, specifically on the result of the Program for International Student Assessment (PISA) of the Organization for Economic

Cooperation and Development (OECD), where the Philippines ranked last among 79 countries on a purely reading comprehension test. The report showed that Filipinos exhibited very poor mastery on process and subscales, locating information, evaluating graphs, identifying primary and secondary sources, and locating information. Sotto believed that insufficient exposure to informative texts led to learners' limited comprehension skills. Thus, he mentioned that the utilization of factual texts must be encouraged in training the readers, and teaching must go beyond the usual narratives. This type of text should be introduced to learners as early as nine years old.

In 2018, Hopkin International Partners conducted a two-year study among Filipino graduates. The results revealed that only 7% of high school students can properly read, speak, and understand English (Manila Bulletin, 2018). Researchers found out that Filipino university graduates scored below the minimum English proficiency score in the Test of English for International Communication (TOEIC). Worse, the company compared Filipino graduates' English competencies to those of 5th and 6th graders in native English-speaking countries such as the US and the United Kingdom (Inquirer, 2018).

These reports on the decline of proficiency among Filipinos intensified the interest of the researcher in evaluating the reading comprehension performance of her pupils. As an English teacher, she noticed the



observable reading struggle of the learners, who could recognize words but showed poor performance in understanding the text. Further, the scenarios urged her to research three reasons: 1) She wants to determine the reading comprehension level of her class; 2) She wants to identify the reading difficulties of her Grade 5 learners; and 3) She wants to produce supplementary reading activities on the least mastered topics on reading comprehension of pupils to match the needs of the class she handled.

Banaba Elementary School is just one of the public schools in Rizal that aims to address the need to promote quality education through reading. Annually, it conducts reading tests to identify the reading abilities of the pupils. Struggling readers undergo reading interventions through special school programs like the Road to Reading Campaign and the Fuller Approach. Under the said projects, beneficiaries are trained in reading isolated words, reading phrases and sentences, and reading narratives. In the past years, these programs have shown an affable result in uplifting the symbol recognition of readers. The 2019 annual school-based reading test results showed that 96%, or 169 out of 176 fifth graders, were able to read. Contrastingly, while these readers presented positive reading performance, 88% of the population showed poor comprehension. Seemingly, it justifies that reading is not merely about being able to master letters and blend sounds. Rather, it is decoding and understanding written text (Cline et al., 2006), for reading is comprehending.

From the given reviews, the researcher realized that pupils poor reading comprehension was due to: (1) readers limited or poorly developed skills or strategies in understanding the text; (2) insufficient reading activities to supplement the instruction that could train the skills of learners prescribed in their level; and (3) limited programs that address higher reading competency in Grade 5. This inspired the researcher to conduct the present study for the following reasons: 1) to identify the most difficult reading comprehension skills in English 5 as the basis for developing and evaluating supplementary reading activities; 2) to develop and evaluate an acceptable supplementary reading activity anchored with the most difficult lessons in English 5; and 3) to provide her school with supplementary reading activities that can be utilized in English classes.

She is encouraged to work on the study entitled, "Grade 5 Pupils' Reading Difficulties: Basis for Developing and Evaluating of Supplementary Reading Activities. Thus, the researcher believes that the result

of this study will contribute to improving reading comprehension and will serve as a basis for future undertakings, along with the attainment of DepEd's vision of producing Filipinos who love their nation and hold values and skills that enable them to maximize their potential contribution to building the nation.

Research Questions

This study aimed to determine the most difficult topics in reading comprehension as basis for developing and evaluating supplementary reading activities for Grade 5 pupils during the school year 2020-2021. Specifically, it sought answers to the following questions:

1. What are the reading comprehension difficulties of Grade 5 based on the results of the diagnostic test in terms of the following comprehension types:
 - 1.1 Literal
 - 1.2 Interpretative
 - 1.3 Evaluative
 - 1.4 Applied
 - 1.5 Creative
2. What are the top five most difficult reading comprehension skills that could be developed to supplementary reading activities based on the result of their diagnostic test?
3. What is the evaluation of the teachers and expert respondents on the developed supplementary reading activities in terms of the following criteria?
 - 3.1 Authenticity
 - 3.2 Clarity
 - 3.3 Comprehensibility
 - 3.4 Usefulness
 - 3.5 Suitability
4. Is there a significant difference between the evaluations of the two groups of respondents on the developed supplementary reading activities in terms of the above-cited criteria?
5. What are the comments and suggestions of the two groups of respondents on the developed supplementary reading activities?

Literature Review

According to Vygotsky, as cited in the work of Salem (2016), reading comprehension is the process of simultaneously extracting and constructing meaning through the involvement of written letters. As to Harris and Hodges, as cited by Agbo (2019), it is the formation of the meaning of either written or spoken communication through a holistic interchange of ideas

between the interpreter and the message. These two definitions of reading comprehension posit that it is the act of constructing meaning rather than merely identifying sounds in what is read. Sweetland (2018) said that reading comprehension has different purposes that change as humans read. These are experiences from external messages set by writers, the reader's purposes, and context-mandated objectives of teachers, curriculum, and culture that affect understanding. He added that there are several activities related to comprehension.

Activities are things that somebody does to achieve a particular aim (Oxford Dictionaries, 2021). As to Richards (2021), an activity is any kind of purposeful classroom procedure that involves learners in doing something that relates to the common goals of the course. Activities as the third element of reading comprehension include activation of prior knowledge, monitoring of comprehension, generating questions, answering a question, making inferences, creating mental images, and summarizing. All these metacognitive skills are what make comprehension possible.

Krashen, as cited by Zainuddin (2019), mentioned that the learner needs to be exposed to a large amount of comprehensible input in their new language to acquire the language. This means that teachers should ensure that reading takes place not only within the classroom but also outside the four corners of the room. This is possible through supplementary activities. Supplementary activities are additional but more useful activities in the English language (Musaevna, 2020). This is any non-required instructional material included in a course. Although not required, supplemental activities play a vital role in ensuring that reading continues outside of school and contributes to the mastery of a particular skill. It helps to motivate the learners (Dodd, 2015) by boosting interest in the training and galvanizing them to use the language within the category.

The most recent study relevant to the present undertaking was conducted by Del Rosario, et al. (2020) in their research, "Using Extensive Reading to Improve Reading Speed and Level of Comprehension in Students". This study focused on one group comprised of 10 children residing in Manila. They were identified through convenience sampling. Questionnaires validated by language education faculty were administered to the children before and after the intervention to measure their progress. Researchers used fourteen (14) leveled books for ages 8 and 9 to fit the grade level of the participants. In the

conducted program, most of the learners improved from being slow and frustrated to becoming fast and instructional. This study recommended that using extensive reading should be done rather than intensive reading, as it allows learners to enjoy and not cram, leading to a better reading experience.

Utami (2016) also developed supplementary materials to improve comprehension in his study, "Development of Supplementary Reading and Writing Materials for Enrichment Purposes for Grade X Students of Senior High School". 27 participants were involved in the study. In this research, learners. Tomlison's view on developing supplementary material was used as a guide in the study. After a thorough investigation, the researcher found out that most of the students preferred materials with graphics and illustrations, which boosts interest. Likewise, relatable topics made the material more comprehensible for learners. Thus, Utami (2016) stressed that to enrich knowledge and skills related to reading and writing, supplementary materials must be made. The researcher encouraged readers to try freer and less demanding activities that they could enjoy. He reminded students that materials for enrichment purposes should be under the student's control and innovative in attracting their interest in learning.

Methodology

This study was a descriptive research type. According to McCombes (2019), descriptive research accurately and systematically describes a population, situation, or phenomenon. It focuses more on evidence that answers the "what" of a research subject than the "why" of the research subject. Under this research methodology, the demographic segment becomes the primary focus. The researcher's focal point in this study was to identify the most difficult reading comprehension skills in Grade 5 as a basis for developing and evaluating supplementary reading activities. Since this wanted to identify on what skills or competencies shows weakness based on the results of Grade 5 pupils' scores in the diagnostic test, descriptive research was adapted.

Participants of the Study

The respondents of the study in determining the reading comprehension difficulties of the Grade 5 pupils were the 45 Grade 5 pupils enrolled in Banaba Elementary School during the school year 2021–2022. The evaluators of the developed supplementary reading activities for Grade Five pupils



were 15 English teachers and 15 experts.

Instruments of the Study

To collect the necessary data to answer the problem in this study, she used a 55-item validated diagnostic test that served as the basis for identifying the reading comprehension difficulties for Grade 5. Topics were taken from the K–12 curriculum guide. This study also used an evaluation questionnaire that was developed by the researcher, checked by her adviser, and validated by ten experts. The questionnaire has two parts. The first part was an evaluation of the parts of the developed supplementary reading activities in terms of authenticity, clarity, comprehensibility, usefulness, and suitability. The second part elicited from the respondents their comments and suggestions to improve the developed supplementary reading activities for Grade 5.

Procedure

The researcher submitted a copy of Chapters 1 to 3 to the Division Office of Rizal and asked permission to conduct the study at Banaba Elementary School. After permission was granted, the researcher wrote a letter to the school principal to ask permission for the execution of the study. Attached to the letter was the approved request for the conduct of study from the Schools Division of Rizal. The researcher also wrote a letter to the parents and the students regarding the activity. She scheduled a meeting with the administration to discuss the processes to be followed for the execution of the diagnostic test after gaining approval from the respondents.

On the creation of the diagnostic test, the researcher included all topics on reading comprehension indicated in the Grade Five K–12 Curriculum Guide. A table of the specification was made with consideration for an equal distribution of items to cover the five comprehension types. This test was validated together with the survey questionnaire by five English teachers and five experts. A diagnostic test was administered to 45 Grade 5 pupils to determine the development of reading activities. Checking, recording, and tabulating scores were done after test administration. After all the results were tabulated, the researcher analyzed and interpreted the data. She identified the most difficult reading competencies by ranking the topics from the most mastered to the least mastered. From the results, the researcher made supplementary reading activities that were evaluated by 15 English teachers and 15 experts using the validated evaluation questionnaire. The questionnaires were distributed using Google

Forms. The data gathered were tabulated, statistically treated, analyzed, and interpreted.

Ethical Considerations

The researcher herself explained and gave the informed consent to each participant before the conduct of the study. She ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

Results and Discussion

Reading Comprehension Difficulties of Grade 5 Pupils Based on the Result of Their Diagnostic Test

Table 1. Reading Comprehension Difficulties of Grade Five Pupils Based on the Results of their Diagnostic Test

Skills	Comprehension Types	No. of Correct Responses	%	Rank
Analyze a two-stanza poem	Evaluative	4	2	1.5
Distinguish Text Types According to Purpose-Enumeration	Interpretative	4	2	1.5
Use appropriate graphic organizers in text read	Applied	6	3	4
Distinguish Text Types According to Features- Problem and Solution	Evaluative	6	3	4
Analyze a two-stanza poem	Applied	7	3	4
Distinguish Text Types According to Purpose- Time Order	Interpretative	8	4	6
Use Appropriate Graphic Organizers in Texts Read	Interpretative	11	5	7
Distinguish Text Types According to Purpose and Features- Explanation	Interpretative	13	6	8.5
Make Generalizations	Interpretative	14	6	8.5
Distinguish Text Types According to Purpose-Enumeration	Creative	15	7	11
Distinguish Text Types According to Purpose-Classification	Creative	15	7	11
Distinguishing Text Types According to Features – Compare and Contrast	Literal	15	7	11
Distinguish Text Types According to Purpose and Features- Explanation	Applied	17	8	15.5
Distinguish Text Types According to Purpose and Features- Explanation	Evaluative	17	8	15.5
Use Appropriate Graphic Organizers in Texts Read	Literal	17	8	15.5
Distinguish Text Types According to Purpose and Features	Literal	17	8	15.5
Analyze a two-stanza poem	Creative	18	8	15.5
Distinguishing Text Types According to Features – Compare and Contrast	Evaluative	18	8	15.5
	Total	222	100	



The table shows that based on the result of Grade Five Pupils’ diagnostic Test, the skill focused on analyzing a two-stanza poem under evaluative comprehension type and distinguishing an enumeration text under interpretative comprehension appeared as the most difficult topic with only 4 correct responses respectively. Meanwhile, using graphic organizers in text read, distinguishing a problem- and- solution text under evaluative comprehension type succeeded the list of least mastered reading comprehension skill with only 6 correct responses respectively. Furthermore, analyzing a two- stanza poem under applied comprehension type followed the sequence with only 7 correct answers. Moreover, distinguishing a time-order text earned only eight (8) correct responses.

From the table, it could be gleaned that learners had the hardest time in analyzing a two-stanza poem under evaluative comprehension type. Under an interpretative comprehension type, the learners are challenged to infer or read beyond the provided details in a piece of writing.

Reading Comprehension Activities That Could Be Developed into Supplementary Reading Activities Based on the Result of Their Diagnostic Test

Table 2. *Reading Comprehension Difficulties of Grade Five Pupils Based on the Results of their Diagnostic Test*

Skills	Comprehension Types	No. of Correct Responses	%	Rank
Analyze a two-stanza poem	Evaluative	4	2	1.5
Distinguish Text Types According to Purpose-Enumeration	Interpretative	4	2	1.5
Use appropriate graphic organizers in text read	Applied	6	3	4
Distinguish Text Types According to Features-Problem and Solution	Evaluative	6	3	4
Distinguish Text Types According to Purpose-Time Order	Interpretative	8	4	6

Based on the table, the top five most difficult topics in ordinal ranks that could be developed into supplementary reading activities are the following: analyzing a 2-stanza poem (rank 1.5), distinguishing an enumeration text types according to purpose and features (rank 1.5), using appropriate graphic organizers in texts read (rank 4), distinguishing problem-and-solution text types according to structures (rank 4), and distinguishing time-order text types according to purpose and features (rank 6).

All these skills must be given attention since most competencies, particularly distinguishing various text types, and using graphic organizers, are related topics in which one is impossible to perform without the mastery of the other. Meanwhile, analyzing poems topped the list of things that require attention.

The data showed that the above-cited competencies must be addressed and that further strategies and the development of supplementary reading activities are needed before the learners' needs are met.

Evaluation of the Teachers and Expert Respondents on the Developed Supplementary Reading Activities

Table 3. *Respondents’ Evaluations on the Developed Supplementary Reading Activities for Grade 5 In Terms of Authenticity*

A. AUTHENTICITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
The overview is relevant to the activities	4.67	VSA	4.73	VSA
The objectives are related to the learner’s interests and considered “real life tasks”	4.80	VSA	4.60	VSA
The activities contain meaningful tasks that are suited to learners’ abilities	4.73	VSA	4.53	VSA
The illustrations are related to the activities, making these purposeful and relevant	4.80	VSA	4.67	VSA
The feedbacks are relevant to the items in each activity and provides realistic answer to questions	4.73	VSA	4.53	VSA
Overall Weighted Mean	4.75	VSA	4.61	VSA
Standard Deviation	0.37		0.42	

It can be observed that in the table that the English teachers and expert respondents evaluated the developed supplementary reading activities in terms of authenticity, "Very Strongly Agree (VSA)," as evidenced by the overall mean ratings of 4.75 and 4.61, respectively.

This could mean that assuring relatedness of text elements including the overview, objectives, the activities, illustrations and feedback, a supplementary activity becomes more purposeful and realistic for viewers.



Table 4. Respondents' Evaluations on the Developed Supplementary Reading Activities for Grade 5 In Terms of Clarity

B. CLARITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
The overview clearly describes the lessons to be learned.	4.80	VSA	4.60	VSA
The objectives are presented in clear words and phrases free from vague and ambiguous terms	4.87	VSA	4.69	VSA
The activities contain clear instructions/ directions to carry out different tasks	4.93	VSA	4.80	VSA
4. The illustrations are utilized to facilitate comprehension of texts and concepts	4.87	VSA	4.71	VSA
5. The feedbacks are presented in organized manner.	4.87	VSA	4.67	VSA
Overall Weighted Mean	4.87	VSA	4.69	VSA
Standard Deviation	0.29		0.41	

As shown in the table, the teachers and expert-respondents evaluated the reading activities in terms of clarity as "Very Strongly Agree" (VSA) with overall weighted mean ratings of 4.87 and 4.69, respectively. It can be inferred that the activities contain clear instructions/ directions to carry out the tasks.

Table 5. Respondents' Evaluations on the Developed Supplementary Reading Activities for Grade 5 In Terms of Comprehensibility

C. COMPREHENSIBILITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
The overview is specific and easy to understand.	4.80	VSA	4.67	VSA
The objectives are expressed in simple and logical manner that make it easy for learners to follow.	4.93	VSA	4.80	VSA
The activities are used understandable language.	4.80	VSA	4.60	VSA
The illustrations express comprehensible ideas coherent to the other part of the material	4.80	VSA	4.53	VSA
The feedbacks promote self-regulated improvement and uses a language comprehensible to learner	4.80	VSA	4.47	SA
Overall Weighted Mean	4.83	VSA	4.61	VSA
Standard Deviation	0.30		0.38	

As shown in the table, the teachers and expert-respondents evaluated the activities of the developed supplementary reading activities with the weighted mean ratings of 4.83 and 4.61, respectively, verbally interpreted as "Very Strongly Agree" (VSA). Through the overall computed weighted mean for comprehensibility, findings reveal that objectives are expressed in simple and logical manner that make it

easy for learners to follow. Thus, the supplementary activities to be provided to learners must likewise promote critical thinking within their context.

Table 6. Respondents' Evaluations on the Developed Supplementary Reading Activities for Grade 5 Based in Terms of Usefulness

D. USEFULNESS	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
The overview is helpful in introducing the texts to the learners	4.87	VSA	4.73	VSA
The objectives are helpful in preparing learners for the tasks	4.87	VSA	4.73	VSA
The activities are helpful in enhancing the comprehension of the learners and useful in evaluating the learner's performance	4.80	VSA	4.73	VSA
The illustrations help in explaining the content of each topic	4.80	VSA	4.64	VSA
The feedbacks guide the learners in understanding better correct responses to activities	4.87	VSA	4.6	VSA
Overall Weighted Mean	4.84	VSA	4.69	VSA
Standard Deviation	0.34		0.42	

As shown in the table, the teachers and expert-respondents evaluated the developed supplementary reading activities in terms of its usefulness as "Very Strongly Agree" (VSA) with weighted mean ratings of 4.84 and 4.69 respectively. This implies that the overview and objectives used in the developed supplementary reading activities are helpful in introducing the topic and in setting what is to be measured from the learners.

Table 7. Respondents' Evaluations on the Developed Supplementary Reading Activities for Grade 5 Based in terms of Suitability

E. SUITABILITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
The overview is appropriate for each lesson	4.86	VSA	4.73	VSA
The objectives are based on K-12 curriculum guide and cater to the needs, wants, and interests of the target learners	4.87	VSA	4.67	VSA
The activities are suited to the learner's level of comprehension and understanding	4.87	VSA	4.53	VSA
The illustrations are suited to the maturity level of the target learners	4.80	VSA	4.60	VSA
The feedbacks are suited to the activities presented	4.80	VSA	4.53	VSA
Overall Weighted Mean	4.84	VSA	4.61	VSA
Standard Deviation	0.34		0.41	



From the result projected in the table, the two groups evaluated the suitability of the parts of the supplementary reading activities as "Very Strongly Agree" (VSA), with over-all mean ratings of 4.84 and 4.61 respectively. This means that overview, objectives, activities, illustrations, and feedback are relevant to and provides realistic task for learners.

Test of Significant Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities in Terms of Criteria

Table 8. *Test of Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities for Grade 5 in terms of Authenticity*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	15	4.75	0.37	0.92	2.05	Fail to reject the H ₀	Not Significant
Experts	15	4.61	0.42				

Based on the table, at a 5% level of significance with 28 degrees of freedom, the critical t value is 2.05, and the computed t value is 0.92. Since the computed t value is less than the critical t value, then the statistical decision is to fail to reject the null hypothesis. So, this supports that there is no significant difference between the evaluations of the two groups of respondents on the developed supplementary reading activities for Grade 5 concerning in terms of authenticity. The figures mean that the two groups of respondents show similar evaluation on the authenticity of the parts of the developed supplementary reading activities.

Table 9. *Test of Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities for Grade 5 in terms of Clarity*

Respondents	N	OWM	S	Computed t Value	Critical t value	Decision	Interpretation
Teachers	15	4.87	0.29	1.33	2.05	Fail to reject the H ₀	Not Significant
Experts	15	4.69	0.41				

As displayed in the table, the computed t value of 1.33 is below the critical t value of 2.05. At the 5% significance level, the statistical decision is not to reject the null hypothesis. This means that there is no significant difference in the evaluation of the two groups of respondents on the developed supplementary

reading activities for Grade 5 concerning objectives. This concludes that English teachers and expert-respondents share identical view on the developed supplementary activities in terms of clarity.

Table 10. *Test of Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities for Grade 5 in terms of Comprehensibility*

Respondents	N	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	15	4.83	0.30	1.68	2.05	Fail to reject the H ₀	Not Significant
Experts	15	4.61	0.38				

It can be viewed in Table 12 that the computed t value of 1.68 is lower than the critical t value of 2.05. At a 5% significance level, this leads that the null hypothesis cannot be rejected. Thus, this concludes that there is no significant difference between the evaluations of the two groups of respondents on the developed supplementary reading activities for Grade 5 in terms of comprehensibility. This shows that English teachers and expert-respondents have same verdict on the developed supplementary reading activities in terms of comprehensibility.

Table 11. *Test of Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities for Grade 5 in terms of Usefulness*

Respondents	N	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	15	4.84	0.34	1.69	2.05	Fail to reject the H ₀	Not Significant
Experts	15	4.69	0.42				

The table revealed that the computed t value of 1.69 is smaller than the critical t value of 2.05. Hence, the statistical decision is to fail to reject the null hypothesis. At a 5% level of significance, this indicates that there is no significant difference in the evaluation of the two groups of respondents on the developed supplementary reading activities for Grade 5 concerning usefulness.

This implies that English teachers and expert-respondents very strongly agree on the usefulness of all parts presented in the developed supplementary reading activities. It means that overview, objectives, activities, illustrations, and feedback are helpful in presenting the topics or skills the learners will practice.

Table 12. *Test of Difference Between the Evaluations of the Two Groups of Respondents on the Developed Supplementary Reading Activities for Grade 5 in terms of Suitability*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	15	4.84	0.34	1.64	2.05	Fail to reject the H_0	Not Significant
Experts	15	4.61	0.41				

As glanced in the table, the computed t value of 1.64 is less than the critical t value of 2.05. Consequently, the statistical decision is not to reject the null hypothesis. Therefore, at a 5% level of significance, this shows that there is no significant difference in the evaluation of the two groups of respondents the developed supplementary reading activities for Grade 5 in terms of suitability. This means that the two groups of evaluators found the parts appropriate. This means that English teachers and expert-respondents have same evaluation on the developed supplementary activities in terms of suitability.

Comments and Suggestions of the Two Groups of Respondents on the Developed Supplementary Reading Activities

The following were the comments given by the respondents on the developed Supplementary Reading Activities.

- a. The materials are helpful, timely and relevant to learner's need especially in a distance learning modality.
- b. The materials are commendable. They are simple and easy to understand.
- c. The contents of the materials are amazing.
- d. The introduction gave a clear path of expectations for the pupils as to what they would see as they go along the lesson and activities, which targeted a very important principle for teachers: setting clear objectives. The lessons are understandable and interesting. Moreover, the teacher has comprehensible articulation and voice.
- e. The video was creatively done that will surely catch the attention of the students.
- f. The use of ICT is very evident.
- g. It is a very informative supplementary reading activity.
- h. The material is timely. The presentation is impressive. Great work!
- i. Everything is well stated.
- j. The work is innovative.
- k. The illustrations match the text very well. They are

a big help in comprehending the text.

- l. This tool can help learners enhance their reading and comprehension skills providing exercises from basic to higher order thinking skills. Also, integration across different subjects is included. This can be used in Science and Social Studies.
- m. This material is very useful to students. It is well-organized and appropriate to learners' needs and level of understanding.
- n. The materials could certainly attract the learners' attention because of the effective utilization of visual and multimedia elements.
- o. The materials are very meaningful, useful, and impressive.
- p. The use of gamification is impressive innovative and creative.
- q. It is creative.
- r. It is well done.

The following were the suggestions given by the respondents on the developed Supplementary Reading Activities.

- a. Longer time allotment for long texts could be very meaningful for the readers.
- b. Additional activity for each level would be incredibly helpful.
- c. Font used in the presentation of the poem in activity 1 should be bigger, so it will be easily read by the pupils.

Conclusion

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

Based on the findings of the study, the following were formulated:

- (1) Supplementary reading activities could be developed based on Grade 5 pupils' reading comprehension difficulties.
- (2) The developed supplementary reading activities for Grade 5 pupils are very highly acceptable in terms of the following criteria: authenticity, clarity, comprehensibility, usefulness, and suitability.

Based on the findings and conclusions, the following recommendations were offered: (1)The developed supplementary reading activities may be reproduced and used as supporting activities in Grade 5 to help improve the reading comprehension of the learners. (2) The developed supplementary reading activities may be utilized by Grade 5 pupils to determine its



effectiveness. (3) A copy of the results may be forwarded to the district / division office for review.

(4) Other teachers may be encouraged to develop instructional materials for students in other grade levels.(5) Other researchers may conduct parallel studies relative to the development of learning materials using other format and criteria for evaluation.

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