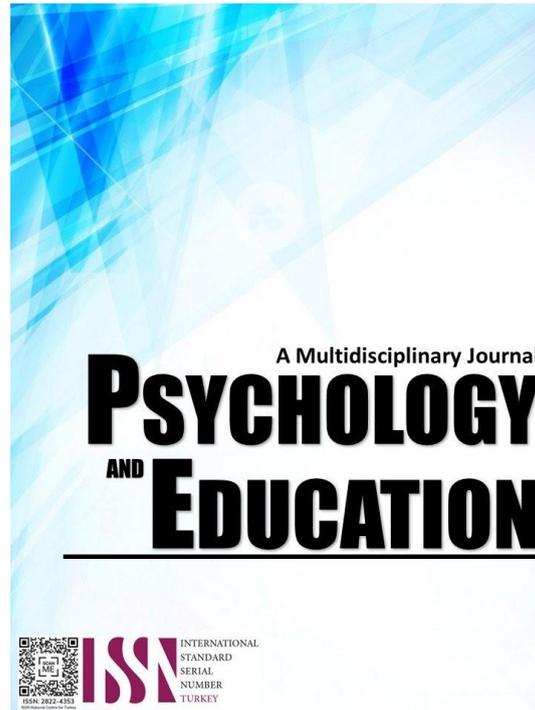


**PROJECT E-LOCALIZED: A UTILIZATION OF  
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OF READING COMPREHENSION IN  
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## Project e-Localized: A Utilization of Electronic Books and Printed Localized Reading Materials to Enhance the Level of Reading Comprehension in Filipino of Grade Three

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### Abstract

The purpose of this study was to find out whether Project e-Localized (eBooks and Printed localized reading materials) will enhance the level of reading comprehension in Filipino among Grade 3 pupils section Masunurin of Villa Perez Elementary School. This study utilized the quantitative method of research using a quasi-experimental design. The researcher statistically analyzed the pre-test and a post-test result to determine the significant difference in the level of reading comprehension in Filipino before and after the utilization of the Project e-Localized. Purposive sampling was used by the researcher composing of thirty-eight (38) Grade 3 pupils as the respondents. The statistical tools used were Mean Percentage Score and T-test. The study showed that after implementing Project e-Localized, the pretest MPS 57.37% with the descriptive analysis of “good” increased from the posttest resulted to 84.61%, with the descriptive analysis of “excellent” given the difference of 27.24 % and the value of the t-test is 22.9236 which is greater than t-Critical value of 2.0262, with 37 degrees of freedom at 0.05 level of significance. It is evident that there is a significant difference; therefore, the null hypothesis is rejected. Thus, the utilization of Project e-Localized wherein the researcher used electronic books and printed localized materials greatly enhanced the level of comprehension in Filipino of Grade Three pupils. Teachers must keep in mind that enhancing reading comprehension takes time and effort. It is educators’ duties and responsibilities to enhance the level of comprehension of every pupil.

**Keywords:** *electronic books (eBooks), enhance, localized, reading comprehension*

### Introduction

Teachers are always mandated to achieve excellence in providing quality education to every learner. Developing reading comprehension is one of the most vital skills that the teachers should impart on our learners. It's possible that a student's performance in other subjects will be affected if their reading comprehension is poor. It is noteworthy that enhancing reading comprehension is an indispensable part of education.

According to Reading Rockets (2022), comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.

Reading is the foundation in all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). This is anchored on the flagship program of the Department: “Every Child A Reader Program,” which aims to make every Filipino child a reader and a writer at his/her grade level (DepEd Order Number 14, s. 2018). Reading is a complex process that involves sensation, perception,

comprehension, application and integration. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas (Estremera & Estremera, 2017).

Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning. Because reading comprehension is so complicated, we can often find ourselves understanding the most basic interpretation of a text, but missing the emotional core or the “big picture.” Or we might just find our brains spinning with no clue at all as to what a text is attempting to convey. (Montgomery, 2022).

When the country was hit by the COVID-19 pandemic, innovative strategies were developed to engage pupils and improve their reading comprehension. For all of the learners at Villa Perez Elementary School, teachers created blended learning; some of the pupils participate in online-based activities. Some of them used a modular approach because they couldn't access the internet. In doing so, teachers were able to meet the needs of each learner. Hence, this action research aims to provide intervention material using Project e-Localized a utilization of electronic books and printed localized



reading materials. The program will specifically help the learners to enhance their reading comprehension in Filipino. Moreover, this study will help the Grade three pupils of Villa Perez Elementary School to enlighten the level their comprehension skill.

### Research Questions

This general objective of the study is to determine whether the Project e-Localized will enhance the level of Filipino reading comprehension of Grade Three pupils of Villa Perez Elementary School. Specifically, this research study sought to answer the following questions:

1. What is the level of reading comprehension in Filipino of Grade three Masunurin before and after the implementation of Project e-Localized?
2. Is there a significant difference on the level of reading comprehension in Filipino of Grade Three Masunurin before and after the implementation of Project e-Localized?
3. What school policy could be implemented after the result of this study?
4. What implication can be gained from the result of the study?

### Literature Review

This study focused on enhancing the level of reading comprehension in Filipino of Grade Three pupils. All the important contents of this research are based on reviews of the results of studies about its subject. The learners have poor performance in Filipino reading comprehension based on the Philippine Informal Reading Inventory assessment conducted in our school, that is why the following related literature and study were gathered to address the problem. San Juan (2019) mentioned that among 79 participating countries and economies, the Philippines scored the lowest in reading comprehension in the 2018 Programmed for International Student Assessment (PISA).

Without proper comprehension skills, students lack the ability to understand what they read. The point of reading isn't to make sounds in your brain or out loud, but rather, to understand important lessons, stories and arguments. Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life (Rutzler 2020).

According to the Reading Rockets (2022), teachers can play a critical role in helping students develop their comprehension skills. Reading research has shown that comprehension instruction can help students do a better job of understanding and remembering what they read. Good instruction can also help students communicate with others, verbally and in writing, about what they've read. However, Bickel (2017), proved that 21st century classrooms of today, teachers need to choose e-books based on evidence-based research. Electronic books should be used in tandem with print books based on the students' independent reading levels. Teachers need to instruct with e-books and monitor distracting features. The 21st century learner will often read more when they have access to e-books. Moreover, as teachers prepare their schoolroom curriculum, it is imperative for them to recognize their students' reading interests and preferences. Society is moving into an electronic age and students will be expected to be able to read and comprehend from various mediums of text. This analysis can provide teachers with information about their students' attitude with respect to types of reading.

On the other hand, the study of Gallano (2019), proved that, using localized reading materials was an effective way of enticing students' interest in reading. Familiarity with the topics, subjects or theme and persons in the reading selection helped students in understanding and comprehending the selections. It also proved that constant reading strengthened their comprehension skills. Similarly, the result of the study of De Sagun (2019) indicates that learners' reading comprehension skills increased when a localized learning material was utilized. Learners' ability to comprehend was influenced by the medium used in the text. Providing quality texts for students to "read to learn" will help learners understand the contents better.

### Methodology

This study used a quantitative method of research using a quasi-experimental design. The researcher prepared a pre-test and a post-test to determine the significant difference in the level of reading comprehension in Filipino before and after the utilization of the Project e-Localized. The pre-test and post-test scores of the respondents were compared.

### Participants

The researcher conducted this study with the Grade Three Section Masunurin which consisted of eighteen (18) males and twenty (20) females, for a total of



thirty-eight (38) respondents for this study. The purposive sampling technique was applied. The respondents were selected based on the following criteria:

- a. a grade three pupil, and
- b. the respondents must identified as learners with difficulty in reading comprehension in Filipino based on the pre-test/Phil-Iri.

**Instruments of the Study**

The researcher utilized the Philippine Informal Reading Inventory (Phil-Iri) passage provided by the Department of Education in the pre-test and post-test to determine the level of reading comprehension in Filipino of Grade three pupils. During the intervention proper, the researcher utilized e-Books (electronic books) and printed localized reading materials. The e-Books were administered to those pupils who did online, and those pupils who could not access the internet got printed localized reading books. The localized reading books were made by the researcher and were validated by the experts: the school head, reading coordinator, and Filipino District Reading Coordinator.

**Procedure**

The researcher requested permission from the school head before collecting the data. Upon approval, the researcher obtained another permit for Grade Three-Masunurin parents/guardians. The parents/guardians were informed about the purpose and administering of Project e-Localized.

Pretest to assess the reading comprehension was conducted to assess the level of reading comprehension in Filipino of the respondents. Next, the researcher began Project e-Localized. After the duration of the project, the researcher distributed the Post-test then, pupils answered the questions and they were given an adequate amount of time to answer it. Finally, the researcher compared the result of the pretest and post-test.

**Ethical Considerations**

The respondents' full consent will be secured before the study begins. In regard to their involvement in this study, the respondents will not be subjected to any harm of any kind as a result of their participation. In addition, the privacy of respondents will be ensured. Furthermore, the data needed for this study will be collected with honesty and transparency.

**Results and Discussion**

Table 1. *Pre-test and Post-test results in the level of reading comprehension in Filipino of Grade Three pupils, Section Masunurin before and after the implementation of Project e-Localized.*

Grade level	No. of Items	No. of Pupils	Pretest MPS	Posttest MPS	Difference
Three	20	38	57.37	84.61	27.24

Table 1 showed the results of the pre-test and post-test of thirty-eight (38) Grade Three pupils in the 20- item test conducted by the researcher before and after the implementation of project e-Localized.

The pre-test resulted with 57.37 % Mean Percentage Score with the descriptive analysis of “good” and the post-test resulted with 84.61 % Mean Percentage Score with the descriptive analysis of “excellent” and a difference result of 27.24%. It showed that there was an increase in the result of pre-test after the implementation of project e-Localized. This is an indication that the utilization of Project e-Localized helped the pupils enhanced their level of reading comprehension in Filipino.

Therefore, the statement of Bickel (2017), proved that 21st century classrooms of today, teachers need to choose e-books based on evidence-based research. Electronic books should be used in tandem with print books based on the students’ independent reading levels. Thus, the utilization of Project e-Localized wherein the researcher used electronic books and printed localized materials greatly enhanced the level of comprehension in Filipino of Grade Three pupils.

Table 2. *Results on the computation of t-Test: Paired Two Sample for Means.*

Pretest	Posttest	N	df	LS	t-Test			Decision
					t-Stat	t-Critical	Int	
11.47	16.92	38	37	0.05	22.92	2.03	S	Reject Ho

Table 2, showed the mean percentage of pre-test resulted to 11.47 and the post-test resulted to 16.92 with a difference result of 5.45. Since the computed t-value of 22.92 is greater than t-Critical value of 2.03, with 37 degrees of freedom at 0.05 level of significance, the null hypothesis that there is no significant difference on the level of reading



comprehension in Filipino of Grade 3 Masunurin before and after the implementation of Project e-Localized was rejected. This further indicates that there is a significant difference on the level of comprehension among Grade 3 pupils before and after the implementation of the project.

Based on the study of Gallano (2019) she proved that, using localized reading materials was an effective way of enticing students' interest in reading. Familiarity with the topics, subjects or theme and persons in the reading selection helped students in understanding and comprehending the selections. Thus, using Project e-Localized brought positive impact that led to the respondents enhanced their level of reading comprehension in Filipino.

## Conclusion

Based on the result of the study, the following conclusions were obtained: (1) The result of pre-test with 57.37% compared to the result of posttest with 84.61% was increased. The study showed that, Grade Three pupils enhanced their level of reading comprehension in Filipino through the utilization of Project e-Localized. (2) The null hypothesis that there is no significant difference on the level of reading comprehension in Filipino of Grade three Masunurin before and after the implementation of project e-Localized is rejected. This means that there was a significant difference on the level of reading comprehension in Filipino. (3) The school head may establish a capacity-building or teacher-training program geared toward using interventions for the learner's improvement. Teachers can create and produce appropriate localized reading materials. The Project e-Localized must be benchmark to the school district. (4) Teachers must keep in mind that enhancing reading comprehension takes time and effort. It is educators' duties and responsibilities to enhance the level of comprehension of every pupil.

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