
Effectiveness of Validated Contextualized Learning Materials to The Reading Performance of Grade 5 Pupils in English

MARIELLE M. DINOY

Teacher III

Western Leyte College

Master of Arts in Education

Major in Elementary Education

marielle.macawile@deped.gov.ph

ABSTRACT

This study aimed to Determine effectiveness of Validated Contextualized Learning Materials to the Test performance of the Grade 5 Pupils. The findings of the study served as a basis of a proposed Intervention plan. The method used to gather relevant data was Quasi Experimental Research Design for Grade 5 pupils to complete in the 2nd grading period and the performance of the respondents was based on their test scores before and after Validated Contextualized Learning Materials had been introduced and delivered in the classroom during the teaching and learning process. The output of this study is to provide Intervention plan to help the teachers to create a more effective learning processes that would help the learners to improve their test performances. Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 5 in English. In this table, It presents a statistical analysis utilizing the t-test to ascertain the significance of the difference between the pre- and post-test scores of English language learners in Grade 5. The null hypothesis (Ho) is rejected after comparing the computed t-value to the crucial t-value. The fact that this result is considered statistically significant suggests that the pre-test and post-test scores differ in a significant and meaningful way. The significant rise in mean scores between the pre- and post-tests highlights how successful the interventions used during the assessment period were. The significant t-value indicates that the improvement is a planned and systematic result of the instructional strategies used, rather than a coincidental event.

It is implied that there is a real and significant difference between the pre-test and post-test scores when the null hypothesis (Ho) is rejected. This finding suggests that the interventions were effective in improving the language proficiency of Grade 5 learners, which has significant ramifications for those making decisions in the field of education. The significant rise in mean scores and the rejection of the null hypothesis demonstrate the effectiveness of the interventions and offer verifiable proof of their beneficial effects on language proficiency. The significance of data-driven decision-making in education is emphasized by this empirical support, which also highlights the usefulness of focused interventions in producing substantial and statistically significant gains in student outcomes. The test of the difference between the pre-test and post-test English scores of Grade 5 students, represented by Table 3, has important and weighty implications for instructional strategies. The fact that the null hypothesis (Ho) was rejected suggests that the two sets of scores differ significantly and statistically. This finding implies that the interventions carried out during the evaluation phase were crucial in improving the language competency of students in Grade 5 learners.

Keywords — Effectiveness Performance Grade 5 Learners English Validated Materials

I. INTRODUCTION

Reading is a fundamental skill that plays a crucial role in the academic success of students, particularly in their early years of education. In support of the institutionalization of Every Child A Reader Program (ECARP), the Department of Education is initiating programs that would promote reading and literacy among the pupils. One of which is declaring the month of November of every year as National Reading Month where in schools and learning centers are enjoined to hold activities in connection with reading.

Another program is the Early Language, Literacy and Numeracy (ELLN) Program. This program supports and strengthens particularly the Department of Education's Every Child A Reader by Grade I Program (DepEd Order No. 12, s. 2015). Its purpose is to develop in Filipino children literacy and numeracy skills and attitudes that contribute to lifelong learning (DepEd Order No. 33, s. 2016).

In today's educational landscape, the development of effective reading skills is crucial for academic success. We can't deny the fact that there are learners that would reach a certain grade level, but its reading capability does not suit its current grade. Since reading is a fundamental part in learning, many learning aspects will be affected if a certain learner will be experiencing such. Answering test questions will be greatly affected that would lead the learner to a failing result or score of the test.

As such, educators continuously strive to enhance teaching methodologies and learning materials to improve reading performance among learners. As an educator, it would be a great challenge to innovate strategies to address the needs of your learner who is considered to be a struggling reader. Your usual routine will be different since you will have to take charge the latter just like you are doing as the beginning teacher of the learner. The main purpose of this study is to determine the effectiveness of validated contextualized reading learning materials and its effects to the reading performance of the Grade 5 pupils.

Despite of the programs implemented by DepEd, problem of slow readers / non-readers are still evident. In conducting quarterly test especially in English subject, there are at least 11 out of 23 learners who got a failing score or who did not meet the expectation.

Another also is during the conduct of PHIL-IRI reading assessment, there are still learners that will be labeled in frustration level. With this, you teacher will go back to basic. You will prepare reading materials that is 3 grade levels down just to address the reading ability of the learner in the frustration level. Example in grade 5, whenever I have learners in frustration level, I have to look and prepare for reading materials in grade 2 that will be given to the said learner/s.

The researcher believes that learners' reading performance in in English is experiencing poor reading comprehension reflecting the percentage of results. This motivated the researcher to conduct this study to evaluate how the contextualized learning materials to the reading performance of the Grade 5 pupils.

This study evaluated the effectiveness of contextualized Learning Materials to the Reading Performance of the Grade 5 Pupils in teaching English in Libertad Elementary School in the Division of Leyte. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the reading performance of the Grade 5 pupils in English before the integration of contextualized Learning materials?
2. What is the reading performance of the Grade 5 pupils in English after the integration of contextualized Learning materials?
3. Is there a significant difference in the test reading performance of the Grade 5 pupils before and after the integration contextualized Learning materials?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the test reading performance of the Grade 5 pupils before and after the integration contextualized Learning materials.

II. METHODOLOGY

Design. The study utilized the Quasi Experimental type of research Design to evaluate the Effectiveness of contextualized Learning Materials to the reading performance of the Grade 5 pupils in teaching English based on the different most essential learning competencies for the 3rd grading period In Libertad Elementary School. The findings of the study were the bases for an Intervention Plan. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores. In this study, the researcher was used the Teacher made Test Questionnaires in English based on the Self-learning Modules to determine the least mastered competencies. The study was conducted for one month period in which there were at least 4 learning competencies which were divided per week. The participants for this study will be the grade 5 pupils handled by the researcher it has the lowest Mean Percentage Score. The main local of the study is Libertad Elementary School in Isabel District in the Schools Division of Leyte. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 5 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Validated contextualized learning materials to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 5 learners before the implementation of the Validated contextualized learning, The Posttest scores performance of the Grade 5 learners after the implementation of the Validated contextualized learning materials was also conducted as well as the significant difference of the pretest and posttest performances before and after the implementation of the Validated contextualized learning materials in the delivery of the most essential learning competencies in teaching English. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Validated contextualized learning materials. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There are 20 total number respondents who are included in the study. There are 6 Male and 14 Females with a 20 total number of respondents. The respondents or the grade 5 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher asked permission from the office of the Schools Division Office headed by our School Division Superintendent through Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care. The research instruments used were the test questionnaires based on the most essential learning competencies in English which was in the 2nd grading period. It was administered by the researcher to identify the performance level of the Grade 5 pupils which based on the word recognition and comprehension which is also relative to their knowledge of the lessons. After the integration of the contextualized learning materials were covered for 1 month time period, the posttest was administered to attest whether the test performance of the grade 5 pupils is increased or not. Data was collated and submitted to appropriate statistical treatment. The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher in English and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. The study was bases for a proposed instructional intervention plan.

Ethical Issues. The right to conduct the study was strictly adhere through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study were conducted. Orientation of the respondents both the learners and the teachers including the School Principal was also done. In the orientation, specially to the parents and or guardian, the process of the study was discussed in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the Grade 5 learners. The need for other data that was needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity and will be discussed requiring them not to write names on the tools and have to writer pseudonym instead.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the Literacy performance of the Grade 5 pupils.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the literacy skills performance of the Grade 5 pupils in reading.

III. RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 5 PUPILS IN ENGLISH

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	0	0
18-24	Good	2	2
9-16	Fair	18	90
1-8	Poor	0	0
Total		20	100
Weighted Mean		14.60	Fair

Table 1 presents the pre-test performance of Grade 5 Learners in English Subject which focuses on the reading performance of the learners. Table 1 provides a detailed summary of Grade 5 students' pre-test English performance, broken down into score ranges and descriptions. Interestingly, the results show that not a single student received a score in the "Excellent" or "Very Good" categories, indicating a preliminary deficiency in advanced English proficiency. Ninety percent of the students were in the 'Fair' category, indicating a common baseline level of proficiency in the subject. Ten percent of the students obtained scores in the 'Good' range, meaning that only two of them demonstrated above-average proficiency.

The distribution of scores in Table 1 highlights the variability in students' English proficiency in Grade 5, highlighting the significance of differentiated teaching approaches. The proportion of students in the 'Fair' category indicates that there is room for improvement, and teachers should think about implementing specialized methods to meet individual student needs and improve language proficiency. Furthermore, the small number of students in the "Good" category suggests that more students could be advanced to higher proficiency levels through curriculum improvements or targeted interventions.

Based from the table in Table 1 It was revealed on the table that pre-test performances of the Grade 5 learners shows the English pre-test results for Grade 5 students. It includes a comprehensive score breakdown by category as well as the weighted mean. Remarkably, not a single student received scores in the 'Excellent' or 'Very Good' range, suggesting that there was a preliminary deficiency in reaching the highest levels of English proficiency among this group of students. This observation is a crucial place to start because it raises the possibility that focused interventions are necessary to promote advanced language abilities. Ninety percent of Grade 5 students fall into the predominate category, "Fair," according to the pre-test results. This frequency highlights the cohort's initial level of proficiency and indicates that most students have a mediocre command of the English language. On the other hand, the small number of students (10%) in the 'Good' category indicates that there is room for improvement in terms of attaining above-average proficiency levels. This study highlights how students in Grade 5 have varying levels of English proficiency, which calls for the use of differentiated instructional strategies to meet the needs of a wide range of learners. Additionally, the fact that there are no students in the 'Poor' category is a plus because it means that none of the students showed noticeably lower-than-average English proficiency during the pre-test phase. Though encouraging, this also suggests that most of the cohort falls into the 'Fair' category, suggesting a chance to raise proficiency levels as a group through focused interventions and customized lesson plans. The average weighted score of 14.60, which is in the 'Fair' range, is consistent with the most

common performance category. This graph offers a quantitative perspective on the students' overall English proficiency level in Grade 5.

Based from the results in table 1, it implied that the most students have a basic level of English proficiency. Although this indicates a foundational comprehension, the lack of students in the 'Excellent' and 'Very Good' categories indicates an urgent requirement for interventions meant to raise students' proficiency levels. This highlights how important it is for teachers and administrators to put specific strategies into place that address both basic and advanced language skills. This finding suggests that differentiated teaching strategies are necessary to meet the needs of students with a wide range of learning styles, which has implications for instructional planning. Students who demonstrate above-average English language proficiency may benefit from additional support, challenging curriculum elements, and advanced language activities. This strategy is in line with the objective of developing a responsive and inclusive learning environment that supports development across the whole range of English proficiency. In order to evaluate the efficacy of interventions and develop customized strategies to systematically improve the overall English language proficiency of Grade 5 students, schools can use this mean score as a benchmark. Fostering a dynamic and adaptive approach to language education is crucial for ensuring students' academic success, and this requires ongoing monitoring and strategic planning based on these implications.

TABLE 2

POST TEST PERFORMANCE OF GRADE 5 PUPILS IN ENGLISH

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	13	65
25-32	Very Good	7	35
18-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		20	100
Weighted Mean		33.40	Very Good

Table 2 presents the pre-test performance of Grade 5 Learners in English Subject. This results was based from the learnings or skills of the respondents based from the discussions that they have gained from the past 4 weeks of the implementation of the strategies or intervention.

Based from the table 2 was revealed that the thorough summary of Grade 5 students' post-test English performance. The results show a considerable improvement in performance, with most students now falling into the 'Excellent' and 'Very Good' categories. Remarkably, 65% of the pupils received scores in the "Excellent" range, demonstrating a notable improvement in advanced English competence. Furthermore, 35% of the students showed 'Very Good' proficiency, indicating a varied range of scores within the group. All learners in the post-test phase have likely attained at least a 'Very Good' level of proficiency if there are no students in the 'Good,' 'Fair,' or 'Poor' categories. This is a noteworthy accomplishment. This favorable result shows how well the instructional techniques and interventions used in the interim between the pre-test and post-test periods worked. A successful response to focused teaching strategies is indicated by the concentrated distribution in the higher proficiency categories, which highlights the effect of targeted interventions on improving language skills. The 'Very Good' weighted mean score of 33.40 corresponds to the predominant proficiency

category and provides a numerical depiction of the overall progress. This average score serves as a numerical benchmark for monitoring advancement in addition to confirming the prevalence of higher proficiency levels. The significant improvement in the weighted mean between the pre- and post-test results highlights the effectiveness of the interventions, indicating that the Grade 5 students' English language proficiency has been significantly improved by the employed strategies. Table 2 indicates a noteworthy and favorable change in Grade 5 students' English language competency between the pre- and post-tests. The clustering of scores within the 'Excellent' and 'Very Good' categories suggests that the intervention produced positive results, underscoring the possibility of using focused teaching techniques to improve language proficiency. The weighted mean score, which offers insightful quantitative proof of the efficacy of the interventions carried out during the assessment period, further validates the overall improvement. These findings not only acknowledge the advancements made but also highlight the need for ongoing efforts to improve teaching strategies in order to maintain and raise the English language proficiency levels of learners. The distribution of scores shows a significant shift towards higher proficiency categories: 35% of students fall into the 'Very Good' category and 65% of students achieve scores in the 'Excellent' range. This distribution represents a noteworthy improvement over the pre-test results, suggesting that the interventions and instructional strategies used have had a major beneficial influence on the language proficiency of students in Grade 5.

The results shown in Table 2 implied that they have significant impact since they indicate that Grade 5 learners' English language proficiency significantly improved following the intervention period. With 100% of the students receiving scores in the "Excellent" and "Very Good" categories, it is clear that the targeted interventions have not only successfully addressed baseline concerns but have also advanced the cohort's language proficiency as a whole. This finding has important ramifications for the effectiveness of targeted teaching methods, indicating that customized strategies can result in significant improvements in students' language proficiency. At higher proficiency levels, the achievement of a homogeneous distribution is highlighted by the lack of students in the 'Good,' 'Fair,' or 'Poor' categories. The fact that every Grade 5 student has attained a 'Very Good' level of proficiency makes this result especially noteworthy. These implications highlight the potential of transformative teaching methodologies to improve a student population's overall language proficiency, which is encouraging for educators and administrators. The findings presented in Table 2 highlight the significance of maintaining and improving upon these beneficial interventions, thereby adding to the larger conversation about successful pedagogical strategies in English language instruction.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 5 PUPILS IN ENGLISH

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 5 Pupils in English	Pre	14.60	1.924	0.425	Reject H ₀	Significant
	Post	33.40				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 5 in English. In this table, It presents a statistical analysis utilizing the t-test to ascertain the significance of the difference between the pre- and post-test scores of English language learners in Grade 5. The mean score prior to the test is 14.60, whereas the mean score following the test significantly rises to 33.40. The null hypothesis (H₀) is rejected after comparing the computed t-value of 1.924 to the crucial t-value of 0.425. The fact that this result is considered statistically significant suggests that the pre-test and post-test scores differ in a significant and meaningful way.

The significant rise in mean scores between the pre- and post-tests highlights how successful the interventions used during the assessment period were. The significant t-value indicates that the improvement is a planned and systematic result of the instructional strategies used, rather than a coincidental event.

It is implied that there is a real and significant difference between the pre-test and post-test scores when the null hypothesis (H_0) is rejected. This finding suggests that the interventions were effective in improving the language proficiency of Grade 5 learners, which has significant ramifications for those making decisions in the field of education. The significant rise in mean scores and the rejection of the null hypothesis demonstrate the effectiveness of the interventions and offer verifiable proof of their beneficial effects on language proficiency. The significance of data-driven decision-making in education is emphasized by this empirical support, which also highlights the usefulness of focused interventions in producing substantial and statistically significant gains in student outcomes.

The test of the difference between the pre-test and post-test English scores of Grade 5 pupils, represented by Table 3, has important and weighty implications for instructional strategies. The fact that the null hypothesis (H_0) was rejected suggests that the two sets of scores differ significantly and statistically. This finding implies that the interventions carried out during the evaluation phase were crucial in improving the language competency of pupils in Grade 5.

IV. CONCLUSIONS

Based from the results of the study on the integration of the contextualized learning materials to the performance reading performance of the Grade 5 learners during the delivery of the most essential learning competencies in English is significantly effective considering that there was a big leap from the pretest to the posttest reading performance of the learners before and after the integration of the said intervention. Furthermore, the utilization of strategy is a way to increase the reading performance especially to those learners who are belong to struggling level thus, it helps them also to be more confident to increase the test performance of the tested subject.

V. RECOMMENDATIONS

The researcher offered the following recommendations to improve the performance of the Grade 5 learners in English.

1. The proposed intervention plan should be the basis in the delivery of the different learning competencies in English specially in dealing with reading.
2. The Education Program Supervisors should monitor the utilization of the contextualized reading Materials specially to those struggling learners.
3. The school should motivate and assist those teachers who are focusing on the struggling readers by giving specific technical assistance to the teachers on how to properly teach and deliver the learning competencies which could bridge the teachers to teach better to the learners and improve their reading performance.
4. The teachers should create more reading materials which could fit the need of the different type of learners in order to address their needs.

5. The Public School District Supervisor should training that could cater the different reading materials of the teachers to be given to the learners to address the reading challenge as well as to help improve the performance of the learners in general.
6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same research to evaluate the efficacy of the study.

ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Sabina B. Con-ui, Dean of Graduate School, for his encouragement and untiring effort in improving the study;

Dr. Annabelle A. Wenceslao, the writer's research adviser for her valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mr. Renante M. Pancho Schools District Supervisor as well as to the School Principal Mrs. Lucille J. Chavez for giving permission to conduct the study in Libertad Elementary School in Libertad, Isabel, Leyte, Isabel II District.

To the respondents of Libertad Elementary School pupils, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired her to finish this book.

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

REFERENCES

- [1] Bruce, L. T. (2010). The Effects of Guided Reading Instruction on the Reading Comprehension and Reading Attitudes of Fourth-Grade At-Risk Students. Walden University
- [2] Bufalino, J., Wang, C., Gomez-Bellenge, F. X., & Zalud, G. (2010). What's Possible for First-Grade At-Risk Literacy Learners Receiving Early Intervention Services. *Literacy Teaching and Learning*, 15(1-2), 1
- [3] Dahlin, K. E. (2011). Effects of Working Memory Training on Reading in Children with Special Needs. *Reading and Writing: An Interdisciplinary Journal*, 24(4), 479-491.
- [4] DepEd Order no. 39 s. 2012 Enclosure no. 1 “Policy Guidelines on Addressing Learning Gaps”. Retrieved: February 13, 2015 <http://www.deped.gov.ph/sites/>