
Effectiveness of the Teacher-Made Story Books in the Reading Performance of Grade 4 Pupils: Basis for Instructional Supervision

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ABSTRACT

Instructional materials are the tools used to educate learners and help the teaching-learning process be more effective and meaningful. Teachers must be innovative in formulating instructional materials which will motivate the pupils to read more and do the activities with perfection to achieve the desired learning outcomes. Hence, it is in this premise that the researcher is motivated to conduct this study to evaluate the effectiveness of teacher-made story books in the reading performance of Grade 4 pupils. From the result of the study, a proposed instructional supervision plan was formulated. A quasi-experimental research design was utilized employing the pre-test and post-test researcher-made reading tests. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the performances of the Grade 4 pupils before and after the utilization of teacher-made story books in teaching reading comprehension skills. The pupils'-based stories, which are printed in colorful illustration of every page, which guided the understanding of the pupils in the story and the willingness and interest of the pupils to read, has made the study effective. Hence, utilizing the crafted teacher-made story books as learning resource materials in teaching reading comprehension skills must be institutionalized and teachers must be taught on the proper utilization and production. From the result of the study, the administrators, master teachers and other stakeholders will be guided in the conduct of monitoring through the formulation of the proposed instructional supervision plan for technical assistance and improvement of the materials.

Keywords — Effectiveness, Teacher-Made Story Books, Reading Performance, Grade 4 Pupils, Instructional Supervision

I. INTRODUCTION

In the past three years, the world experienced a health crisis. All the schools were closed. Pupils learned the lessons through the modules, online classes, and other alternative delivery because of being afraid to be infected with the virus. During those times, it seems that the world stops moving. There are some children and adults who underwent learning challenges because no teacher must teach them in person. The learning of the learners depends on the knowledge and capacity of the learning facilitators.

Later, the country was able to rise and combat the crisis they are facing. Limited face-to-face classes were implemented to selected schools until such time that health crisis was lifted.

During the assessment conducted in the opening of classes in the previous school year 2022-2023, it was found out that most of the learners suffer learning losses. Some of them were identified frustration readers and the worst, their reading level is very far from their grade level. The reason why some of the teachers had to double their time in preparing learning materials and interventions to overcome the learning losses of the pupils.

One of the interventions of the teachers in the key stage 2 classes is to produce or craft teacher-made story books which help the learners learn to read and be able to understand the story of sentences read.

The ability to read and comprehend are essential skills for learners to survive and understand how society works because most information is presented through written text. Reading comprehension is a critical learning skill for all students (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), as it is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (The Rand Reading Study Group, 2002).

Understanding words’ meaning, analyzing the authors points of view and aim for writing and gaining knowledge of new words are all very important reading skills that support reading comprehension (Ruiz, 2015). Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings.

Academic success also requires students to be able to understand, analyze, and apply information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2013). The importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011).

Teacher-made story books are short stories created by the teacher written in small books. It has illustrations on every page which guide the pupils in understanding the passage. The colorful and digitally made illustrations motivate the child to learn to read.

Teaching with story books has been very positive in motivating the children to learn to read. Working with illustrations provides a creative and artistic learning environment which children respond to. It also provided a child-centered universe where abstract concepts are symbolized within the text and images. It provides an ideal context for literacy practice as well as linguistic acquisition. Supporting visual literacy is important to help children take meaning from text as well as develop aesthetic understanding.

Providing information through pictures is an important and fast developing method of communication globally. Through the utilization of teacher-made story books, pupils are expected to learn to love reading and at the same time motivate them to read and learn to understand what they have read. Thus, it is in this premise that the researcher is motivated to conduct this study to evaluate the effectiveness of teacher-made story books in the reading performance of the Grade 4 pupils. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 4 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of teacher-made story books in the reading performance of the Grade 4 pupils in Tubod Elementary School, Isabel II District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the reading performance of the Grade 4 pupils before the utilization of teacher-made story books?
2. What is the reading performance of the Grade 4 pupils after the utilization of teacher-made story books?
3. Is there a significant difference in the reading performance of the Grade 4 pupils before and after the utilization of teacher-made story books?
4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of teacher-made story books in the reading performance of the Grade 4 pupils. Tubod Elementary School, Isabel II District, Leyte Division is the main locale of the study. The 23 Grade 4 pupils enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. A researcher-made reading passages and comprehension questions based on the 2nd Quarter Most Essential Learning Competencies (MELCs) in English Reading. This was used as pre-test and post-test before and after the intervention is given. A lesson plan in reading highlighting the utilization of story books printed in colorful illustrations and with comprehension questions was crafted and used during the data gathering as intervention for the study. Moreover, story books focusing on the development of comprehension skills was formulated as an aid in teaching English. Teacher-made story books have short stories created by the teacher written in small books. It has illustrations on every page which guide the pupils in understanding the passage. The colorful and digitally made illustrations motivate the child to learn to read. Comprehension questions were asked after the child had finished reading the story in the book. Competencies in the 2nd quarter for Grade 4 served as guide for the teacher in crafting the story books used in the development of the lesson in reading. These materials were submitted to the District English Coordinator and Quality Assurance Team for validation before it was used in the study. A matrix of activities was crafted to guide the teacher-researcher in the flow of her study. This research focused on evaluating the effectiveness of teacher-made story books in the reading performance of the Grade 4 pupils through the pre-test and post-test and its significant difference. A Proposed Instructional Supervision Plan based on the findings of the study is the output.

Sampling. There are 23 Grade 4 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The utilization of teacher-made story books as intervention activities and materials to the Grade 4 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Instructional Supervision Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive,

discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the performances of the Grade 4 pupils in reading before and after the utilization of teacher-made story books. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the Grade 4 pupils in reading before and after the utilization of teacher-made story books.

III. RESULTS AND DISCUSSION

TABLE 1

PERFORMANCE OF GRADE 4 PUPILS IN READING BEFORE THE INTERVENTION

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	1	4
13-16	Very Good	6	26
9-12	Good	8	35
5-8	Fair	3	13
1-4	Poor	5	22
Total		23	100
Weighted Mean		9.70	Good

Table 1 presents the performance of Grade 4 pupils before the utilization of teacher-made story books. It was revealed on the table that among the 23 Grade 4 pupils tested, 5 or 22% got a score of 1-4 which is poor. This means that these pupils have identified as poor readers the fact that they were not able to achieve the desired learning outcome. Being in Grade 4, of which it is already expected that all the pupils are readers, they are also expected to perform well in the test. Unfortunately, it is not what happens. Hence, this result implies assistance from the teacher to help the pupils address their learning needs.

Moreover, it was also shown on the table that 3 or 13% got a score of 5-8 which is fair. This means that they have little understanding of the text read. The result is not meeting up with the desired learning outcome of the pupils. Therefore, the result implies teacher to craft intervention strategies which will help the pupils achieve literacy at their grade level. More reading materials must be presented to the pupils.

Further, the above table revealed that 8 or 35% got a score of 9-12 which is good. This means that there are pupils who already possess good performance though the test was conducted before the utilization of intervention materials and resources. Unfortunately, these pupils do not guarantee successful literacy achievement for the grade. They still need support from the teachers and learning resources.

Next, 6 or 26% of the Grade 4 pupils tested got a score of 13-16 which is interpreted as very good. This means that even though there is still no intervention given to the pupils, they were still able to get very good performance. This means good achievement of the pupils. From the previous experiences of this group of pupils and being the top pupils in the class, they were able to achieve a very good performance in reading comprehension. Achieving very good performance does not mean that these pupils need not to be provided with intervention activities. Thus, in the result of the test implies enhancement activities or learning resources to sustain or improve their reading performance.

Additionally, 1 or 4% got a score of 17-20 which is excellent before the utilization of the teacher-made story books in learning to read. This means that the excellent performance of the child shows an exemplary achievement in literacy. This child is equipped with the knowledge and materials he needed to support his learning in reading. Hence, this study implies additional learning support materials to maintain the excellent performance of the child.

Even though the result has pupils achieve excellent and very good performance, the teacher will be satisfied with it. Hence, there is still need for the teacher to formulate intervention activities and materials to make all pupils achieve excellent performance. The fact that the average weighted mean has achieved 9.70, which is good, the need for intervention is seen. Hence, the researcher has crafted teacher-made story books to supplement the learning resources that the teacher is using in teaching literacy or reading lessons. Teachers must modify the materials available and make it more interesting where pupils will be motivated to read. It is evident that children begin to be interested in books from the first years of their lives. Stories read, tales told, songs sung help the development of the child's interest in spoken language and writing skills. Reading books to children supports their language development (Isbell et al., 2004), and is also one of the most popular and permanent methods used to promote literacy development (Dickinson & Tabors, 2001; Kleeck & Woude, 2003). The stories used in the process of reading books in preschool education are the most preferred sources of children's literature in early childhood (Merchant & Thomas, 2013). Stories develop children's creativity and imagination. They broaden children's mentality and offer different life experiences to children (Cohrsen et al., 2016; Turla, 2015). A study conducted by Mule (2014) shows that inadequate English reading material, improper teaching methodology and insufficient English language development were causes of reading difficulties.

TABLE 2

PERFORMANCE OF GRADE 4 PUPILS IN READING AFTER THE INTERVENTION

Score Range	Description	POST TEST	
		Frequency	%
17-20	Excellent	2	16
13-16	Very Good	21	84
9-12	Good	0	8
5-8	Fair	0	0
1-4	Poor	0	0
Total		23	100
Weighted Mean		15.04	Very Good

Table 2 presents the performance of the Grade 4 pupils after the utilization of teacher-made story books in teaching reading comprehension skills. It was revealed on the table that 21 or 84% got a score of 13-16 which is very good while 2 or 16% got a score of 17-20 which is excellent. Moreover, it was also shown on the table that the performance of the Grade 4 pupils in reading after the utilization of teacher-made story books got an average weighted mean of 15.04 which is interpreted as very good. This means that after the utilization of the intervention materials, the reading performance of the pupils increased. This implies that the teacher-made story books which are printed in colorful illustrations on every page have guided the pupils in arriving at the correct answer or understanding to the comprehension questions written after every story. This makes the intervention effective. Aside from that, pupils were motivated to read because of the materials used and the words are easy to understand as it is crafted based on the levels of the pupils. There are also different levels of materials which are suited to all learners' needs. The stories in the teacher-made story books were based on the experiences of the pupils so they can relate. While stories support the development of children's visual perception and aesthetic values (Merchant & Thomas, 2013), they also contribute to the discovery of new words or meaningful information (Walsh & Blewitt, 2006). Storybooks allow children to make cause-and-effect sequences, and thus children learn that events follow a certain order, and that there is a cause-effect relationship between situations (Alpöge; 2003). Reading activities in the preschool period allow children to explore their inner worlds, develop their creativity and improve their problem-solving skills (Zembat & ve Zülfikar, 2006).

TABLE 3
TEST OF DIFFERENCE IN THE PERFORMANCES OF GRADE 4 PUPILS IN READING BEFORE AND AFTER THE INTERVENTION

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 4 Pupils in Reading	Pre	9.70	1.389	0.553	Reject H ₀	Significant
	Post	15.04				

Table 3 presents the test of difference in the performances of Grade 4 pupils before and after the utilization of teacher-made story books in teaching reading comprehension skills. It was revealed on the table that the performance of Grade 4 pupils before the utilization of teacher-made story books has attained 9.70 and it increases to 15.04 in the post-test which resulted to a computed value of t of 1.389. the result is greater than the critical value of t of 0.553 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performances of the Grade 4 pupils before and after the utilization of teacher-made story books in teaching reading comprehension skills. The pupils'-based stories, which are printed in colorful illustration of every page, which guided the understanding of the pupils in the story and the willingness and interest of the pupils to read, has made the study effective. Thus, it is implied that the teacher-made story books which are made of small books with varied and differentiated level of materials is effective learning resource materials to be used in teaching reading comprehension skills. The unavailability of learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in its implementation (Legaspi, 2014). Using instructional materials in teaching and learning nowadays is not new. Teachers must keep in mind the purpose for which instructional materials are used and the basis for selecting the materials that are most likely used to help learners achieve learning. According to Ogaga et.al, (2016) instructional materials and their usage have a profound influence on student academic performance and achievement. More significantly, identifying best practices in reading literacy interventions can increase the reading achievement of the students. Also, implementing best literacy practices and instructional strategies and materials can help improve the literacy development of the student. The findings indicated that an outcome-based curriculum incorporating Bloom 's levels of learning coupled with supportive district decisions regarding literacy were key components driving literacy success at the target school (Williams, 2016).

IV. CONCLUSIONS

The study revealed a significant difference in the performances of the Grade 4 pupils before and after the utilization of teacher-made story books in teaching reading comprehension skills. The pupils'-based stories, which are printed in colorful illustration of every page, which guided the understanding of the pupils in the story and the willingness and interest of the pupils to read, has made the study effective. Hence, utilizing the crafted teacher-made story books as learning resource materials in teaching reading comprehension skills must be institutionalized and teachers must be taught on the proper utilization and production. From the result of the study, the administrators, master teachers and other stakeholders will be guided in the conduct of monitoring through the formulation of the proposed instructional supervision plan for technical assistance and improvement of the materials.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. Teachers must be taught to formulate the teacher-made story books through training or LAC sessions.
3. School Heads must provide additional materials to produce the craft teacher-made story books.
4. School Heads must conduct monitoring through instructional supervision to check the proper utilization and improvement of the pupils.
5. School Heads must create a team to conduct quality assurance on the materials crafted.
6. Teachers must prepare lesson plans stipulating the utilization of the teacher-made story books.
7. Assessment to the pupils must be conducted regularly to track the progress of the pupils and to formulate additional learning resources if needed, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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