

# Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research

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DOI: 10.29322/IJSRP.13.03.2023.p13545

<http://dx.doi.org/10.29322/IJSRP.13.03.2023.p13545>

Paper Received Date: 15th February 2023

Paper Acceptance Date: 15<sup>th</sup> March 2023

Paper Publication Date: 30<sup>th</sup> March 2023

**Abstract.** Reading comprehension is essential for future learning and understanding, and without it, pupils will struggle academically. The study aimed to evaluate the reading comprehension skill level of the Grade 5 pupils through contextualized learning materials. The study was conducted in the school year 2022-2023 at Guadalupe Central Elementary School in the school division of Agusan del Sur. The study employed a quantitative approach with an emphasis on an experimental design of research. In selecting the respondents, a complete enumeration was utilized, of which 121 pupils from the 4 sections of Grade 5 were part of the study. The collected data was descriptively analyzed using frequency counts, mean, percentages, and a t-test for independent samples to test the difference in the mean scores. The study's findings revealed that Grade 5 learners had the capability to read and comprehend what they read. There are no non-readers from the posttest with less frustration. It implied that improvements have occurred. Using the contextualized learning materials at the end of the assessment indicated a move towards mastery. Teachers should create a standard reading guide to help and guide learners in reading.

**Keywords:** Reading comprehension, Phil-IRI, Contextualized, Learning resources, Strategies

## Introduction

Poor reading comprehension has a crucial impact on understanding the context. This is one of the most common problems among students and teachers in basic education. Reading with comprehension laid the foundation for future learning and apprehension in all subject areas. Without this foundation, students would find it difficult to succeed academically, particularly in reading and writing as well as in subjects such as english, math, science, and social studies (Requiso-Jimenez & Bascos-Ocampo, 2022).

Decoding written symbols is the process of reading. Reading has a foundational position among all the macro skills because it must be mastered before any of the others. Reading, unfortunately, involves more than just understanding letters and symbols when it comes to teaching and learning. It is a complicated procedure that includes the processing of text and understanding of meaning in addition to word recognition (Deluao et al., 2022).

Reading plays a significant role in a child's learning process as it is the most important language skill and one of the fundamental skills needed in the classroom (Sadiku, 2015). Yet, as claimed by Helarde (2021), it is the mother of all study skills. Nevertheless, even though reading comprehension has long been recognized as a crucial part of the learning process, it is still a major issue for Philippine schools. Reading gives readers a fresh set of abilities and access to a wealth of information that will help them in their academic endeavors. All learning areas require reading as a prerequisite (Tomas et al., 2021).

Today's world is supposedly a reading world. A person must read in order to completely enjoy life. Because it is thought that reading is where most of the knowledge is obtained, reading is essential for everyone's mental and cultural development. People read for 80% of the tasks they complete each day. Because of this, reading is regarded as one of the most crucial activities in both school and daily life (Requiso-Jimenez and Bascos-Ocampo, 2022).

Although students who are exceptional at learning languages can pick up English lessons from pupils who are less brilliant, the teaching strategy must be effective (Manlapaz et al., 2022). Anjulo (2017) has researched reading comprehension teaching strategies and placed a focus on the use of an extensive reading technique. Students usually choose an intensive reading strategy as a result, yet comprehensive reading approaches have a big impact on how well students understand what they read and remember the words and phrases they have read. Students will also have several chances to read independently and their reading comprehension will increase by using metacognitive reading techniques (Kung & Aziz, 2020).

With the aid of contextualized learning materials, simplified reading modules, and differentiated activities for developing a sense in the reading lesson, the reading deficiencies of learners in Grade 5 need an immediate intervention that directly addresses the problems in reading that have been identified. The teacher can investigate the students' desired skills in reading, which are arranged according to the progression of the focus skills. Because the reading lesson fosters students' comprehension and love of reading, it increases their interest in and willingness to engage in activities. The teacher-researcher guides the learners passionately. The goal of this study is to evaluate the Grade 5 pupils' reading comprehension skills through the reading materials.

### **Research Questions**

The goal of this study was to evaluate the reading comprehension levels of the Grade 5 pupils through contextualized learning materials. The learners are from the four (4) sections of Grade 5 at Guadalupe Central Elementary School, school year 2022-2023, in the school division of Agusan del Sur. The researcher sought to answer the following research questions in the study:

1. What is the reading comprehension skill level of the Grade 5 pupils in their pretest and posttest using the contextualized learning materials?
2. Is there a significant difference between the reading comprehension level of the Grade 5 pupils in the pretest and posttest after using the contextualized learning materials?
3. What plan of action may possibly be proposed in developing a reading intervention program?

### **Research Hypothesis**

1. There is no statistically significant difference between the reading comprehension level of the Grade 5 pupils in the pretest and posttest after using the contextualized learning materials.
2. There is a statistically significant difference between the reading comprehension level of the Grade 5 pupils in the pretest and posttest after using the contextualized learning materials.

### **Conceptual and Theoretical Framework**

Social constructivism and contextual learning theory serve as the study's theoretical pillars. According to the notion of contextual learning, learning occurs when one can make connections between the context and the text's content. In other words, the lesson or reading selection must be relevant to and familiar to the students. They must be explicit in their instruction, and students must find numerous ways to connect the material to the outside world.

Social constructivists believed that learning is a dynamic process and that principles, theories, and realities should be discovered by the learners themselves. Social constructivism Theory by Bonganciso (2016) states that "the social environment is responsible for the first conception of one's knowledge." Hence, it is suggested to emphasize the value of critical reading education and to promote it. A meaningful relationship is made between prior knowledge and the current learning activity, according to Corpuz et al. (2006). Constructivists see learning as a dynamic process that comes from self-constructed meanings.

The concept that every learner develops and reconstructs meanings based on prior experiences is the foundation for this, they went on to explain. Social constructivism theory pertains to the teaching of reading comprehension, concentrating on the experience and background knowledge of the pupils (Kukla, 2013).

## Literature Review

This section provides a selection of readings and discusses pertinent research and literature that could offer important insights that could help with the development of the current study. This contains the associated ideas, concerns, and issues as well as the findings from earlier studies that seem relevant and fall within the purview of the investigation.

### Reading Comprehension

Students must read in order to have the chance to learn, grow as individuals, and access academic material (Sanchez, 2010). A reader's prior knowledge, the information in the text, and the context in which they are reading all contribute to the process of meaning-making during reading. Readers engage with texts as they attempt to decipher their meaning. Making sense through reading is a two-way, interactive process between readers and texts (Grabe, 1991). According to Pourhosein Gilakjani (2016), the major purpose of reading is to understand the message that the author intends for the reader to take away from a text.

Even though reading has been characterized in this manner, not all reading processes will inevitably lead to a complete understanding and comprehension of the contents. The reader, the text, the reading act, the context, etc. all have a role in how easily the information in the text is transferred to the reader's understandable mental representation (Bayat, 2020). According to several authors, reading comprehension is a difficult process that requires readers to use a variety of mental operations, including word reading, meaning creation, text organization, and strategy application (Habók & Magyar, 2018; Käsper, Uibu, & Mikk, 2018; Rastegar, Kermani, & Khabir, 2017).

Reading has received a lot of attention and importance from many nations (Ma'youf & Aburezeq, 2022). The Department of Education in the Philippines has been stepping up efforts to close literacy gaps among students and to advocate for reading proficiency by supporting the "Bawat Bata Bumabasa" (3Bs) Initiative among the nation's schools, as stated in Department of Education Memorandum No. 173, section. 2019. Unfortunately, statistics are proving to be irrefutable proof of the nation's current literacy level. According to data, one third of elementary school graduates who move on to high school are classified as "frustrated readers," while the other third as "instructional readers" (Luz, 2007). These reading levels are both below the expected and intended reading level for the students' grade and age.

### Complexity of Reading Comprehension

One of the most challenging human behaviors is reading comprehension. In recent decades, a wide range of theoretical models have been put forth as reading theorists have struggled to depict accurately and meaningfully reading comprehension (McNamara & Magliano, 2009; Perfetti & Stafura, 2014). These models range from broad theoretical ones that show the connections and interactions between comprehension's constituent parts to those that represent comprehension processes. They examine many frameworks and models that have had a substantial impact on the creation of theories, research on reading comprehension, and education (Elleman and Oslund, 2018).

Reading comprehension is supposedly the result of word decoding and linguistic comprehension, according to one theoretical framework, the Simple View of Reading (SVR) (Gough & Tunmer, 1986). Research has demonstrated that individual variations in these two factors can explain reading comprehension across a wide range of languages, while the relative importance of the factors shifts with time (Catts, 2018).

Several linguistic and cognitive processes, such as word reading ability, working memory, inference creation, comprehension monitoring, vocabulary, and prior knowledge, must operate together in order to understand what is being read (Perfetti, Landi, & Oakhill, 2005). Component models that consider subcomponents of comprehension reflect the varied character of reading comprehension. Component models with more consistent results include the direct and inferential mediation model (DIME; Ahmed et al., 2016; Cromley, Snyder-Hogan, & Luciw-Dubas, 2010; Oslund, Clemens, Simmons, & Simmons, 2018; Oslund, Clemens, Simmons, Smith, & Simmons, 2016). According to these models, vocabulary is consistently the best predictor of reading comprehension for younger adolescents, both directly and indirectly. These models also showed that prior knowledge and inference-making had significant direct and indirect effects on understanding, though not as significant as vocabulary. As kids get older, inference-making rather than vocabulary has a more direct role in comprehension (Cromley et al., 2010, replicated by Ahmed et al., 2016). According to numerous studies, background information, inference-making skills, and vocabulary all have a direct or indirect impact on teenage and young adult readers' ability to understand what they are reading.

### **Lack of Vocabulary Knowledge**

By enabling them to quickly digest vocabulary in written texts, a crucial aspect of reading, students with strong vocabulary knowledge can more easily understand what they are reading. The association between vocabulary knowledge and reading comprehension is indeed strong and clear (Almutairi, 2018). Just and Carpenter (1985) concluded that the association between vocabulary knowledge and comprehension ranged from 0.66 to 0.75 based on a survey of numerous studies.

According to Ricketts, Nation, and Bishop's research from 2007, students' insufficient vocabulary knowledge may hinder their ability to comprehend a book, particularly if the material uses unusual words. Also, pupils with low understanding displayed vocabulary deficiencies and could only read fewer exceptions when compared to students with excellent comprehension skills. Like this, Chou (2011) concluded that pupils' reading comprehension is influenced by their vocabulary size. Hence, when compared to students with less vocabulary knowledge, students with more vocabulary knowledge may understand material better. These findings support the findings of earlier investigations as well (Garcia, 1991; Qian, 2002).

### **Lack of Reading Fluency**

Another issue that has an adverse effect on reading comprehension in individuals with learning impairments is a lack of reading fluency. Reading fluency, which is a crucial aspect of reading, is the capacity of readers to accurately, automatically, quickly, and expressively read a written paragraph. In order to construct the meaning of what they are reading, readers need to be able to process vocabulary units quickly, such as letter-sound correspondences into understandable vocabulary, automatically make connections between words, process information quickly, and think about the passage as they read. Reading fluently and quickly helps readers with word identification and decoding, which frees up more cognitive resources for meaning construction (Almutairi, 2018; Manlapaz et al., 2022).

Contrarily, a slow word processing rate might impair readers' ability to think while they read and strain their working memory with repeated attempts to sound out words, which can cause comprehension to be interrupted. In other words, sluggish reading of words and information limits readers' attention to letters and vocabularies, preventing readers from processing information in their working memories for enough time to understand it. Reading fluency is essential for enabling children to comprehend what they read, in addition to helping them read and absorb information quickly and properly (Catts, 2018; Saro et al., 2022; Manlapaz et al., 2022).

According to Therrien (2004), students with learning disabilities frequently struggle with fluency, which prevents them from successfully constructing the meaning of a written text. Reading fluency is a crucial skill that serves as a bridge between word recognition and reading comprehension by facilitating students' information processing. The kids' inability to read sight words, their inability to decipher words, and their deficiencies in accurately and quickly reading phrases and sentences are all related to their trouble with fluency. According to other experts, most students with learning difficulties fail academically as a result of their weaknesses in reading fluency, comprehension, or both.

### **Effective Reading Comprehension Instruction in the Context of Education**

Understanding is supported by a variety of linguistic skills, cognitive processes, and knowledge sources, making it difficult to determine which comprehension components teaching should focus on. Certain components act as "pressure points" that, if changed, would have a considerable impact on pupils' understanding abilities, helping to determine which components are worthwhile monitoring. Such elements ought to be necessary for reading comprehension, vary depending on the individual, and serve as adaptable learning objectives (Perfetti & Adlof, 2012).

Considering this, they quickly go over four aspects of reading comprehension, namely, inference, knowledge, vocabulary, and comprehension monitoring, that are crucial for comprehending text, play major roles in reading comprehension theories, and represent potentially flexible learning objectives. This review emphasizes higher-order comprehension abilities while also recognizing the fundamental importance of effective word recognition in reading comprehension (Perfetti & Stafura, 2014).

McKee (2012) defined comprehension as the ability to read and comprehend a text, identify implicit and explicit information within a text, and draw links between the reader's knowledge of what the author is saying and their own. For instance, when students can understand textual information, retrieve data related to the text, and identify significant data that was presented in the text.

### **Limited Knowledge of Common Words and Text Structures**

Another challenge that can impair the reading comprehension of children with learning difficulties is their lack of familiarity with basic words and text structures. Text structures are the ways in which an author arranges textual material to convey a message to a reader. By assisting students in connecting textual information and identifying vital from less important ideas, text structure knowledge plays a critical role in aiding learning. Additionally, it helps students learn from the textual contents by encouraging them to ask pertinent questions about them as they read (Deluao et al., 2022).

Students encounter and cope with a variety of textual information as they move through the educational system. Poems, plays, stories, novels, descriptions, and reports are some examples of these forms of texts, but they are not the only ones. The most well-known text types that students come across while learning is narrative and expository, among all the other text structure types. Expository text is a kind of written information that is frequently created to educate readers about the world and various natural events (Graham & Bellert, 2005).

According to Deluao (2022), text structure is a crucial skill; some students, particularly those with learning difficulties, struggle to differentiate between various text structures, which has a negative influence on their reading. Students with learning difficulties do not gradually acquire the necessary skill for differentiating between various sorts of texts through encounters like typically developing children do. As a result, kids frequently require the help of teachers in order to expand their understanding of the various text structures that are typically employed in written materials. When compared to their typically developing counterparts, Wong, and Wilson (1984) found that students with learning difficulties were less aware of text structures and failed to rearrange chaotic texts.

### **Inference Generation and Vocabulary**

Language comprehension requires the ability to make inferences, which is the process of employing background knowledge to fill in the blanks left by unstated information in one text or multiple texts. Throughout all stages of development, the ability to generate inferences is a general skill that is crucial for communication and learning (Kendeou, McMaster, & Christ, 2016).

Poor comprehenders exhibit difficulties making topic-related inferences, placing words in context, resolving contextual references, and providing logical answers to inference questions when compared to good comprehenders (Perfetti & Stafura, 2014). Text clues, self-generated elaborations, visual organizers that link concepts together, and encouraging students to apply their prior knowledge and integrate it with the information in the text are all examples of effective inference education strategies (Elbro & Buch-Iversen, 2013; Kendeou et al., 2016).

Throughout developmental stages, vocabulary is a reliable predictor of reading comprehension. On average, children pick up 2 to 8 root words per day, which is an incredible rate for vocabulary acquisition. Vocabulary learning depends on exposure to print, not oral language, or teaching, once kids learn to read independently. Spoken language encounters do not offer as many new terms as written language does to encourage significant vocabulary increase. Because children are only taught a small portion of the words necessary to amass the 40,000 words that are believed to be known by the average high school student, explicit instruction has also been disproven as a key role in vocabulary acquisition. Most words are implicitly learned over time by being exposed frequently in various settings (Landauer & Dumais, 1997; Stahl & Nagy, 2006).

### **Reading Strategies**

Researchers and theorists have emphasized the need of employing various reading techniques to enhance readers' comprehension. Traditional teaching techniques like scanning and skimming are just two examples of reading strategies. There are also many strategies that let readers grow and use their prior knowledge (Azizi & Hamedani, 2016; Tadayonifar et al., 2021).

The effectiveness of the diversified technique for reading comprehension was examined by Ma'youf and Aburezeq in 2022. Two groups were created, one of which received instruction using the conventional technique, and the other of which received instruction using the four-level strategy (literal, inferential, critical, and creative). As compared to students who received instruction in the conventional manner, the researchers discovered that adopting the four-level technique improves student performance. McNamara et al. (2007) suggested the adoption of a four-pronged strategy.

With the use of four subcategories, readers can monitor their reading using this strategy: (a) pre-reading planning; (b) interpretation of the concepts, sentences, and words found in the text; (c) organizing, synthesizing, and restructuring information; and (d) reaching

beyond the text. One important conclusion is that learners who use metacognitive reading strategies are more likely to keep track of their reading.

Students' reading comprehension is significantly enhanced by using detailed guidance on various reading strategies. Each method has unique advantages and applications; thus, educators must use appropriate reading strategies that are catered to the readers' "perceived learning styles" for readers to improve their reading comprehension and have fun reading (Tadayonifar et al., 2021).

Niatu and Puji (2018) also emphasized the need for teachers to be able to choose the right kind of learning media based on the cognitive abilities of their pupils. Also, they noted that when pupils are interested in reading, their involvement in their education increases. In response, the researchers developed the Read-Retell-React-Reflect (or 4Rs) strategy, which emphasizes how students engage in the interpretation and analysis of texts to improve students' comprehension while also catering to students' phonological, morphological, syntactic, semantic, and discourse levels.

### Research Methodology

The goal of the study was to evaluate the reading comprehension levels of the Grade 5 pupils through contextualized learning materials. The learners are from the four (4) sections of Grade 5 at Guadalupe Central Elementary School, school year 2022-2023, in the school division of Agusan del Sur. The study would also be the basis for an action plan to develop a reading intervention program within the school. The Phil-IRI contextualized learning material has been used in the study. Further, a quantitative approach with an emphasis on experimental research design was used to measure the level of reading comprehension skills of the Grade 5 pupils in the study's locale (Bloomfield & Fisher, 2019).

### Research Locale

This study has been conducted at Guadalupe Central Elementary School, Esperanza District II, in the school division of Agusan del Sur, Philippines. The study was conducted in the school year 2022-2023 with the four (4) sections of Grade 5 in the said school.

### Research Respondents

The participants of the study were the Grade 5 pupils of Guadalupe Central Elementary School in Esperanza District II, province of Agusan del Sur, for the school year 2022-2023. A complete enumeration has been utilized in the study, meaning all Grade 5 learners in four (4) sections would participate in the study. A total of 121 pupils were involved in the study, 60 male and 61 female. Nonetheless, to analyze the actual population of the participants in the study, table 1 shows the individual measurements in each section by frequency and percentage.

Table 1. Distribution of Research Participants in Each Section of Grade 5 Pupils

Groups	Female	%	Male	%	Overall	Percentage
Section A	17	14.06	13	10.74	30	24.80%
Section B	15	12.40	23	19.00	38	31.40%
Section C	16	13.23	14	11.57	30	24.80%
Section D	13	10.74	10	8.26	23	19.00%
<b>TOTAL</b>	<b>61</b>	<b>50.43</b>	<b>60</b>	<b>49.57</b>	<b>121</b>	<b>100.00%</b>

\*Legend: SSP (121); Male (60); Female (61)

### Research Instruments

The study has utilized the Phil-Iri (The Philippine Informal Reading Inventory, Manual 2018) cited by the study of Manlapaz et al. (2022). The pretest and posttest were procured in the said materials to evaluate the reading comprehension skill level of the Grade 5 learners at Guadalupe Central Elementary School.

The researcher tallied and presented the data in tabular form through Microsoft Excel version 2103 (16.0). The frequency and percentages were primarily used to present the data on the reading comprehension skill level of Grade 5 learners categorized with the four reading levels, such as independent, instructional, frustrated, and non-reader. As for the findings of the study, they would be the basis for designing an action plan to develop a reading intervention program within the school premises.

Table 2. Reading Comprehension Level Board

Students' Scores (Percentage)	Reading Comprehension Level	Descriptive Interpretation
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100-80	Independent	The level to which readers can read the text and comprehend simultaneously with nearly perfect accuracy.
79-59	Instructional	The level to which readers gain most from teacher-directed instruction.
58-Below	Frustration	The level to which reading materials are too challenging for readers to respond to them successfully.

*\*Legend: The criteria for determining the scores for reading comprehension level were based on the study of Johnson, Kress, and Pikulski (1987), and the descriptive interpretation or meaning of each criterion was based on the study of Flippo (2014).*

**Data Gathering Procedure**

The researcher secured approval and permission from the school principal to conduct the study within the four sections of Grade 5 at Guadalupe Central Elementary School. After which, the researcher prepared the necessary learning materials for conducting the pretest and posttest. In this manner, the researcher provided consent to the parents to inform them of the purpose and main goal of the study. The study properly followed standard procedure in assisting the learners-participants in the said assessment.

**Ethical Considerations and Issues**

The data collection from the study’s respondents adhered to established guidelines and procedures to address ethical concerns for the evaluation of the present inquiry on the reading comprehension skills of the involved learners. Accordingly, there are four (4) ethical issues that must be followed, such as informed consent, risk of harm, confidentiality and anonymity, and conflict of interest (Zegwaard, 2018).

**Analysis of Data**

The data collected from the respondents were tallied, tabulated, summarized, and interpreted based on the problems of the study. A Descriptive statistics, such as frequency counts, the mean, and percentages, were employed. Furthermore, a t-test for independent samples has been utilized to significantly test the difference in the mean scores of the Grade 5 pupils in the pretest and posttest. The software used in the study was Microsoft Excel version 2103 (16.0).

**Results and Discussions**

Table 3 shows the reading comprehension level of the Grade 5 pupils based on their pretest and posttest results. In the result, it has been shown that the learners had more focus and needs for reading based on the pretest result, where some of the participants of the study had a non-reader, which had 15 (12.40%) out of the total population, followed by the frustration of 39 (32.23%), and the instructional had 54 (44.63%). This means that in the pretest, there were only 13 (10.74%) Grade 5 pupils out of the four sections who had the capability to read and comprehend what they read. Whereas, in the posttest results, there are no non-readers, and the frustration has dropped to 21 (17.35%) from 32.23% in the pretest. Yet, for the instructional, it has a 45 (37.19%) compared to the pretest, which is high with 44.63%. This means that few of the learners had improved their reading understanding with the text structures used by the teacher-researcher from the learning materials used in the study. Nonetheless, the number of independent readers now stood at 55 out of 121 student respondents, which means it increased by 92.85% compared to the findings of the pretest. Though 55 independent readers are not extremely high compared to the total population, from the experiments undergone by the teacher-researcher, improvements have occurred.

Table 3. Reading Comprehension Level of the Grade 5 Pupils Based on Their Pretest and Posttest Results

Reading Level	Pretest		Reading Level	Posttest	
	Frequency	Percentage		Frequency	Percentage
Independent	13	10.74	Independent	55	45.46
Instructional	54	44.63	Instructional	45	37.19
Frustration	39	32.23	Frustration	21	17.35
Non-Reader	15	12.40	Non-Reader	0	0
<b>OVERALL</b>	<b>121</b>	<b>100</b>	<b>OVERALL</b>	<b>121</b>	<b>100</b>

The study's findings were consistent with those of Schijns et al. (2010), who discovered that using contextualized learning materials resulted in a very significant difference between the pretest and posttest outcomes. Also, the students' supervision and desire in reading the course materials influenced their reading proficiency (Eshet-Alkalai, 2013; Saro et al., 2022).

The students' knowledge prior to and during the assessment or study using contextualized learning materials was reflected in the mean performance score in English. In this instance, the low reading frustration outcomes may be a hint or indication of the potency of the instructional materials when employing the reading modules (Manlapaz et al., 2022).

This indicates that the respondents are accustomed to using or coping with traditional reading choices. Due to a lack of reading experience and an inability to connect with the reading texts, this constraint existed (Requiso-Jimenez & Bascos-Ocampo, 2022). An intense focus should be placed, especially on young learners, on maintaining and improving students' reading comprehension. According to Slavin (2008), young learners are in a concrete operational stage where they require tangibles and real-world experiences to learn more effectively.

Table 4. Pretest and Posttest Mean Scores of the Grade 5 Pupils using Contextualized Learning Materials (Phil-Iri)

Construct Guide	Pretest		Posttest		Improvement Gain Score
	Mean Score	Remarks	Mean Score	Remarks	
Contextualized Learning Materials (Phil-Iri)	55.37%	Average Mastery	82.64%	Moving Towards Mastery	27.27%

As shown in Table 4, the pretest and posttest mean scores of the Grade 5 pupils using the contextualized learning materials (Phil-Iri) for reading. On the result from the pretest mean scores, it indicated average mastery (55.37%), while the posttest means scores indicate a move towards mastery (82.64%). This means there was a large difference between the results of the pretest and posttest, meaning more independent readers occurred in the posttest evaluation of reading. Withal, the improvement gain score from pretest to posttest was 27.27%.

The results have been supported by various studies. Nindy and Kustijono (2017) state that the use of contextualized learning materials has been a potential source to change the learners' interest and academic performance in the learning process by means of having these resources allow the learners to read and interactively participate in the classroom while also making themselves more comfortable.

The former secretary of the Department of Education, Bro. Armin A. Luistro (2016) emphasized and stated that evaluating and measuring students' reading comprehension and competence is the fundamental cornerstone of all academic learning activities. Because of this, learning other reading disciplines will be a constant battle for the students if they do not grasp reading skills at the outset.

Table 5. T-test of the Pretest and Posttest Scores of Grade 5 Pupils Using Contextualized Learning Materials

Constructs	Pretest	Posttest	Computed t	Tabular t (5%)	Interpretation
Contextualized Learning Materials (Phil-Iri)	<i>Mean Scores</i>				
	55.37%	82.64%	2.45	0.01	Significant difference

\*Legend: Significant at 1% means that the p-value is less than 0.01; the level of significance is taken at 0.05 (5%)

The data in Table 5 shows the T-test of the pretest and posttest scores of the Grade 5 pupils using the contextualized learning materials. The value of the computed t-test is higher than the results from the tabular t-test; thus, it implies that there was a significant difference in pretest and posttest scores using the learning materials (Table 5).

Based on the pretest and posttest reading comprehension skill results, it has been inferred that there was a large difference between the pretest and posttest. Estremera & Estremera (2018) stated that development in the process of pretest and posttest was different from exposure to localized and contextualized learning resources in reading. The poor reading comprehension level between the groups of pretest and posttest with the same participants could be attributed to being unexposed or not having an intervention in the classroom setting (Lartec, 2014).

The study by Moghaddas (2013) on the impact of contextualization on the Iranian EFL learners' performance in reading tasks was supported by Berns & Erickson's (2005) claim that the "contextualized learning approach to teaching provides ways for improving career-related and educational proficiencies at a greater level." According to their findings, students who were taught using a contextualization framework performed better. It demonstrates that improving academic achievement would result from arranging the lesson in the context of the students' interests.

Fuchs et al. (2018) agreed that most standardized reading comprehension measures have fallen short of capturing the process of comprehension skill. Some of the researchers and education leaders had been designing measures for the low-level skills of the learners (Snow, 2015; Miller et al., 2014). Jiang (2016) showed in the results of the study that reading activities and tasks would improve the learners' comprehension levels. Also, it accounts for oral reading strategies and approaches for the learners' comprehension. Providing evidence for an efficient reading skill.

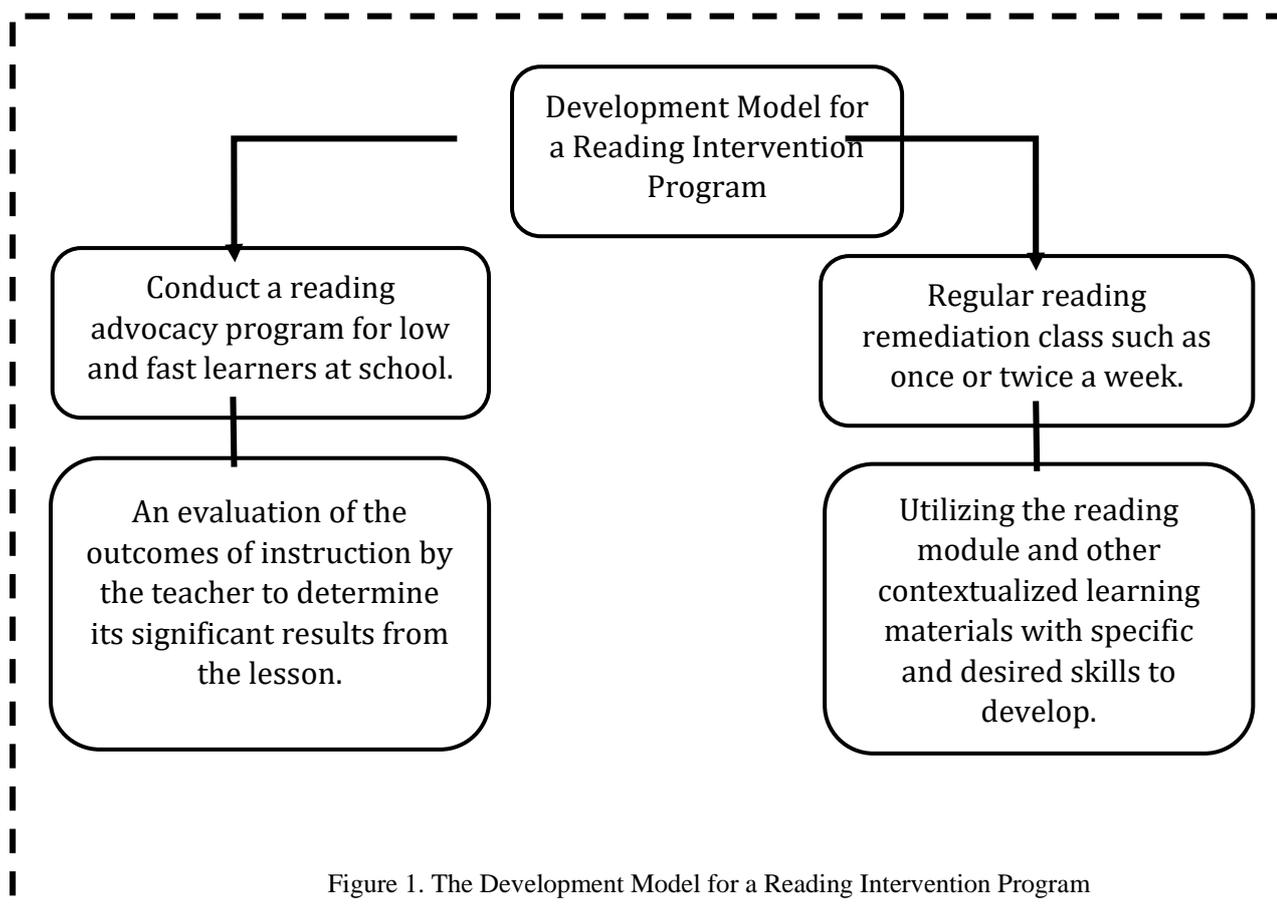


Figure 1. The Development Model for a Reading Intervention Program

Figure 1 shows the development model for a reading intervention program based on the findings gathered. The study's findings presented significant differences between the pretest and posttest assessments of the Grade 5 learners using contextualized learning materials. The researcher suggested this development model to ensure that the teacher could assist more and focus on students' abilities, particularly in reading. These are the four (4) development models. (1) Conduct a reading advocacy program for low and fast learners in the classroom. (2) A regular reading remediation class, such as once or twice a week. (3) An evaluation of the outcomes of instruction by the teacher to determine the significant results from the lesson. (4) Utilizing the reading module and contextualized learning materials with specific and desired skills to develop.

### Conclusion

Based on the study's findings, the following conclusions have been drawn: Some of the Grade 5 learners had the capability to read and comprehend what they read. There are no non-readers from the posttest with less frustration. It implied that improvements have occurred. Using the contextualized learning materials at the end of the assessment indicated a move towards mastery. Thus, teachers should create a standard reading guide on how to help and guide their learners in reading by providing examples and evidence for an efficient reading skill.

### Recommendations

Based on the findings and conclusions of the study, the researcher recommended the following:

1. Teachers should think about contextualized and localized reading materials, provide more reading interventions, and raise their students' level of reading comprehension.
2. The researcher suggested that future studies compare the localized and contextualized learning resources on the reading comprehension levels of the students.
3. Learners must continue to be exposed to reading intervention or any other reading program that helps them fluently and comprehend text structures and any word recognitions.
4. Teachers should also be aware that oral recitations have some advantages and disadvantages for learners, particularly in primary school. Teachers should be careful in that way.
5. Conduct a quantitative investigation on the efficient reading techniques used by experienced special education teachers to enhance pupils' reading comprehension.

### Acknowledgement

In accomplishing this academic endeavor, it would not be successfully completed without the help and support of the following generous and kind individuals: The author of the study would like to express her warmest appreciation and sincere gratitude.

- First and foremost, the author wants to give all the glory, honor, and praise to the Almighty God for His unfailing love, grace, and wisdom in guiding the author in making the study.
- To the school principal of Guadalupe Central Elementary School for giving permission and approval to conduct the study within the school, as well as to the Grade 5 pupils from the four sections who have been the participants of the study, their cooperation would be more appreciated.
- To the family of the author for their unconditional love and support of both financial and emotional needs.
- This undertaking could not have been achieved without all these people's help and support. Thank you so much.

### Statement of Conflict of Interest

The authors declared and validated that there were no potential conflicts of interest with respect to the research, authorship, and/or publication of this paper.

### Funding Interests

The proponent of this research project received no financial support for the research, authorship, or publication of this paper. This means all the financial needs for this study were financially supported and acknowledged by the author.

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