

Localized Self Learning Module in Reading

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ABSTRACT

This study aimed to develop and validate a module in teaching reading. Fifty (50) English teachers from public secondary schools and elementary schools in the district of Cavinti, Division of Laguna were the respondents of the study. The researcher tried to answer the questions lying in the mean acceptability of the developed localized module for reading with respect to Usability, Reliability, Adaptability, Relevance, Aesthetic Value, Consistency and Appropriateness, is significant on the module's acceptability in terms of the earlier mentioned components. The weighted mean and standard deviation were used to determine the assessment of the expert evaluators. Over-all the developed module was extremely acceptable.

The level of acceptability of the module with regard to usability was very high. This indicated that the level of acceptability of the module in reading in terms of consistency was very consistent. With regards to adaptability the level of acceptability of the module in reading was very adaptable. In addition, the level of acceptability of the module in reading in terms of appropriateness was very appropriate. While the level of acceptability of the module in reading with regard to its aesthetic value was very visually-pleasing. Also, the level of acceptability of the module in reading in terms of consistency was very consistent; And with regards to appropriateness the level of acceptability of the module was very appropriate. Based on the analysis of the data given, the hypothesis that there was no significant difference among the areas of the module's acceptability. From the findings above, we can infer that the null hypothesis "There is no significant difference among the evaluators' rating on the self-learning module" is true. To which there is no difference found.

In view of the aforementioned findings, it is concluded that the level of acceptability of the localized self-learning module in reading is extremely acceptable. Since, there were no significant differences were noted among their ratings the module's acceptability were highly supported.

In the light of the foregoing findings and conclusions of the study, the following recommendations are offered. English teachers in the secondary schools may use the developed module as tool in the reading. Secondly, English teachers may develop modules as supplementary materials focusing on K to 12 Basic Education Curriculum skills that enhance cultural preservations as part of integral learning. Third, English teachers may use the localized self-learning module as supplementary learning material in reading. Fourth, Teachers must be encouraged to create various learning materials to be used by the students. Lastly, Future researchers may use the module in reading for their forthcoming studies.

Keywords: A self-learning reading intervention tool for Junior High School students.

1. Main text

INTRODUCTION

Reading is the first pillar of literacy, so encourage young learners to involve in reading religiously, and it is one of the essential skills to be developed among learners. This serves as the foundation of learning and mastering the other skills namely: listening, speaking, viewing and writing. Reading is essential and the foundation to complete the learning domains. Reading is important that it must be the first skills to be developed among learners. Reading is an integral part needed for the proper function and execution of other skills. Reading plays a vital role in the growth and development of every students both academically and holistically, it plays an important part for the English skills of the Junior High School Students to develop.

In order for the learners to cope with the needs of the changing world holistic development among students must be given consideration. Reading is important for the learner's success. But the difficulties every learner faced served as obstacle for them to acquire the learning they need to acquire the proper reading skills; since reading needs proper guidance from their teachers as well as their parents and the right material they need to use for them to overcome those difficulties. Students need to be exposed to a broad variety of different genres, such as comics, films, magazines, newspapers, reference materials and websites for them to enhance their reading abilities as well as comprehension as one of the big factors need to be given focus and consideration.

As stated in the K to 12 Curriculum Guide for Grades 1-10 in English, Reading Comprehension is one of the Integrated Language Arts Domains. Reading Comprehension includes the following sub domains: strategies, schema and prior knowledge, narrative text and informational text. To give emphasis on the visual knowledge area in Reading comprehension domain goes along with writing and viewing.

As part of the reading program the researcher aims to create a localized self-learning module in reading that focuses on five intricate areas such as Making inferences, Cause and effect, Sequencing, Noting details and Vocabulary for the Junior High School Students of Cavinti district.

Cavinti's culture is very rich and diverse that is why the researcher will try to utilize all of the localize materials available in the area like local literatures of the district since curriculum localization plays an intense role in cultivating the abilities of every learners as well as the reading performance in integrating reading modular activities using the local literatures to achieve a positive comprehension level.

Background of the Study

Reading comprehension is a skill that can be strengthened and improved through more reading practice. Donnelly, R. (2016), as cited by Nardo, M. T. B. & Hufana, E.R. (2014), he stated that vocabulary

should be improved; reading must be intensive and critically done. There are some of the practices that can be used to reinforce and upgrade the person's comprehension ability. However, reading comprehension did not achieved for some reasons.

Reading among students brought problems on their ability to read and the comprehension. Difficulty of the learners to recognize some texts he read become of the factor that hinder the learner to comprehend with the text leading to the failure in reading. But having some reading articles and stories that aligns with the life and culture of the reader might be a great help for the reader to gain interest and catch a good habit in reading.

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". Understanding words' meaning, analyze 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).

Not only is reading comprehension a valuable skill for learning in school, but in order to successfully interact in everyday life, individuals need reading skills to read and understand labels, directions, job application forms, and newspapers (Chatman, 2015). Also, individuals need reading skills in order to be able to have and maintain a job and successfully engage in different daily activities (Hoeh, 2015; Mahdavi, & Tensfeldt, 2013), and live independently (Hoeh, 2015)

The use of a real life situation that is being contextualized for the reader to use as materials is a good strategy rather than using foreign text and stories. As related to the problem was the adaptation or localization of the self-learning module that may help the learners to ease their problems in reading. The use of localized materials in reading may employ learners' deep understanding with the localized content of the materials and it may promote positive transfer of skills. According to the theory of Creger and Murray (2012), localization is the choice for schools or local authorities to adapt the curriculum to local conditions and relating the context of the curriculum and the process of teaching and learning to the local environment. The approach is well grounded in psychological theories of transfer of and motivation in learning.

A stated by (Castillo, 2019) Localization maximizes materials, activities, events, and issues that are readily available in the local environment. To contextualize, teachers must use authentic materials, and anchor teaching in their daily lives.

The use of localized made materials is a good practice to meet the local need that can be apply to a prepared learning style of a reader in where the reader may use to align himself to the content of the localized story. This localized material may use to adapt to the different learning environment of the students as well as addressing the cultural diversity needs of the students and fitting to the curriculum standards of the district.

This concludes that localization of resources will serve as an opportunity in generating authentic learning to the 21st century learners and beyond.

In relation to this, Philippine Constitution particularly in Article XIV Section 14 states that: “The Government shall promote, enhance and preserve our cultural heritage as well as our unity and diversity. Culture-Based Approach defines as a shared of ways of being, beliefs, norms, practices, experiences and also same language.”

Culture-Based approach is an approach in which the teaching and the learning happen based on the values, norms, beliefs and practices that are the foundation of any culture, it is also known as a localization approach, in where the process of adapting and relating the activities in your local environment, culture and resources. As supported by the Republic Act 10533 also known as the Enhanced Basic Education Act of 2013 section 10.2: states that “The curriculum shall be Contextualize and Global, The Curriculum shall flexible enough to enable and allow schools to localize, indigenize and enhance the curriculum based on their respective educational and social contexts.” The continuous updating of the education curriculum was brought about the enacted law and it is supported by the Republic Act No. 9155 Otherwise Known as the Governance of Basic Education Act of 2001 paragraph (c): “That the school and learning centers the most important vehicle for teaching and learning of national values and for developing in the Filipino learner’s love of country and pride in its rich heritage.”

Being familiar with the context of the literary piece may contribute to the comprehension ability of the learners. Some stories and passages which aligned to their own lifestyle could be a great help to a reader. Localization of short stories may lead to a positive understanding of the story as well as understanding the importance of their culture. The localization of reading instruction is used in all areas in education this employs students, deepen content learning, and promote transfer of skill.

As related to 21st century learning, the teachers conducted the differentiated instructions to enhance the skills and students’ comprehension levels. These interventions elevated the students’ performance depending on their ability using the localized module.

Reading comprehension of students now a days in Cavinti District was one of the major problems that the English department is facing especially during this time of the Pandemic. One of the programs includes is the enhancement of skills through interventions used to ease this issue in reading difficulties among the learners. Meeting the needs of the 21st century learning the researcher create this Localized Self-Learning Module in Reading as a tool for intervention in helping the students of Cavinti District especially during this time of the pandemic in connection with this study, this will serve as a guide and can be the teaching material of the teacher. module

Nomenclature

Definition of Terms

Below are the terms in this paper. These keywords serve a big help in carrying out the desired result of the researcher.

Aesthetic Value.

This refers to the physical appearance of the material, this on how the aesthetic feature of the module is being presented. Moreover, the values and the ability of the module to let users use it continuously. This also refers to the technical aspects of the module, such as font text and size, icons, colors, margin, and designs. The material's appeal is essential to motivate the readers to use it.

Adaptability.

This refers to the capability of the material to be functional and user-friendly. This is also the quality of the module to work out as an intervention tool for reading activities. Last, this refers to the ability of the module to be functional in different learning situations and conditions.

Appropriateness.

It refers to the aptness and suitability of the module to be aligned with the current learning curriculum. It can also be a valuable tool to be used anytime and is considered applicable to any type of learner.

Consistency.

It refers to the harmonious agreement of each topics and activities to one another or as a whole. It is about the connection of the lessons and exercises in the module and how they deal with each other; it is on how the contents are parallel to each other. It also deals with the insistence and firmness of materials used in every grade level or on how the difficulties of every activities and lessons were presented.

Content Validity.

It is the fairness and acceptability of the content of the manual. It is about the material, including text and images that constitute a publication or document.

Effectivity.

It is how the teacher sees the effectiveness of the workbook by using it in the teaching-learning process and how it affects the students' performance in Reading and Comprehension. It refers to producing the result that is wanted.

Module.

The material itself is patterned appropriately to the needed activities and exercises on reading. It

contains practice and instruction to aid the teachers and learners. It can also be used as an aid in the teaching-learning process with the twist of locally made stories and essays.

Relevance.

It refers to the satisfaction of the needs of the users. The material can satisfy the needs of the intended users.

Usability/ Utility.

This refers to the proficiency of the module, which was used and applied to all levels of students in real-life learning situations. It also deals with its utility and usefulness in different cases and needs.

A	radius of
B	position of
C	further nomenclature continues down the page inside the text box

RESEARCH METHODOLOGY

This chapter deals with the method and procedure used in the entire study. This composed the research design, population and sampling procedure, research instrument, research procedure and statistical treatment of data.

Research Design

Descriptive method of research was used in this study. The descriptive method was used to analyse the acceptability of the Localized Self-learning Module in Reading.

This type of research design was used to know how valid the developed localized module as intervention in reading. Here, the effectiveness of the module creates visible developing and accelerating in reading ability of the students.

This was descriptive in nature because it made to reflect the status and conditions of the developed and validated Localized Self Learning Module in Reading for Junior High School Students of Cavinti District.

The respondents of this study are the selected English Teachers of Cavinti District SDO-Laguna composing of four Secondary Schools and the selected Elementary teachers who are teaching English subjects.

Acceptability of the Localized Self Learning Module in Reading was the main focus of this research. Meanwhile, purposive sampling was used in the study. This method of sampling is also called judgmental sampling. The population of Secondary English teachers and selected Elementary teachers from Cavinti District were used as the respondents of this study through purposive sampling.

Research Procedure

The letter from the Office of the District Supervisor is a requirement. This served as the consent to conduct the study within the district; the research followed the following stages, and then monitored its development until the completion of the study.

Research Instrument

A researcher-made questionnaire was also employed as a part of the instrument in gathering the data. The questionnaire aimed to generate assessment among the English teachers. The questionnaire included the following criteria for assessment the content: the Usability, Reliability, Adaptability, Relevance and Aesthetic value, Consistency and Appropriateness. The researcher used the Likert Scale to measure the validity of the self-learning module.

The responses were sort as follows: extremely acceptable, very acceptable, moderately acceptable, slightly acceptable and not acceptable. To determine the substantial differences on the validity of the developed module in teaching reading focusing on the following areas: usability, reliability, adaptability, relevance, aesthetic value, consistency, and appropriateness. Mean, Standard Deviation and t-test were used.

1.1. Tables

Table1.
Difference of the perceptions of the teachers in the Acceptability of the localized self-learning module in reading.

Module's Acceptability	Mean	t-value	p-value	Analysis
Usability				
Elementary	4.982	2.011	0.057	Not Significant
Secondary	4.939			
Reliability				
Elementary	4.896	1.226	0.233	Not Significant
Secondary	4.809			
Adaptability				
Elementary	4.930	1.100	0.283	Not Significant
Secondary	4.878			
Relevance				
Elementary	4.930	1.194	0.245	Not Significant
Secondary	4.870			
Aesthetic Value				
Elementary	4.938	1.500	0.148	Not Significant
Secondary	4.878			
Consistency				

Elementary	4.930	0.749	0.462	Not Significant
Secondary	4.896			
Appropriateness				
Elementary	4.957	1.569	0.131	Not Significant
Secondary	4.878			

Table 1 presents the significant difference among the elementary and secondary teachers' ratings on the modules' acceptability in terms of Usability, Reliability, Adaptability, Relevance, Aesthetic Value, Consistency, and Appropriateness.

There was no significant difference among the areas of the module's acceptability. The incurred t statistic for all of the tests were found to be less than the critical t value of 2.074. Furthermore, the computed p-value for all of the tests were greater than the significance alpha 0.05. It is on these grounds that the notion was observed.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis, There is no significant difference among the elementary and secondary teachers' rating on the module's acceptability in terms of: usability, reliability, adaptability, relevance, aesthetic value, consistency, and appropriateness is true. To which there is no difference found.

The result of the evaluation of the expert evaluators is very important with the use of this self-learning module in reading, and since both the secondary and elementary English teachers who validate the acceptability of the module point out with synonymous findings of having no significant difference on the modules acceptability in terms of usability, reliability, adaptability, relevance, aesthetic value, consistency, and appropriateness is true since there is no difference found and the localized self-learning module in reading is highly acceptable.

Wang, Q., Huang, C., & Quek, C. L. (2018) The results of this study are as follows: (1) users' behavior of operating an interactive interface is related to user prior experience; (2) users' rating of the visibility principle is related to users' subjective perception but not related to user prior experience; however, users' ratings of the ease, efficiency, and enjoyment principles are related to user prior experience; (3) the interview survey reveals that the key attributes affecting users' behavior of operating an interface include aesthetics, achievement.

The above mentioned perceptions, quotes and studies served as related studies to help the researcher in conveying insights for creating the module aligned to the standards. Since this localized self-learning module in reading include various skills, activities, ideas and graphics that suitably matched the needs of the 21st century learner; As the seven variables for validity being use

here namely usability, reliability, adaptability, relevance, aesthetic value, consistency, and appropriateness these help the evaluators to come up with one pronouncement that this module in reading is highly acceptable for the learners to use.

2. Author Artwork

Conceptual Framework

The conceptual framework of this study is shown in Figure 2. The researcher used the Input, Process, Output (IPO). The input contains readings, research, and consultation with the expert. At the same time, the process shows the succession of the process on how the module is prepared, including the criteria to be used in the validation of the Localized Self-Learning Module, such as usability, reliability, adaptability, relevance, aesthetic value, consistency, and appropriateness. Under the output is the validated Localized Self Learning Module in Reading.

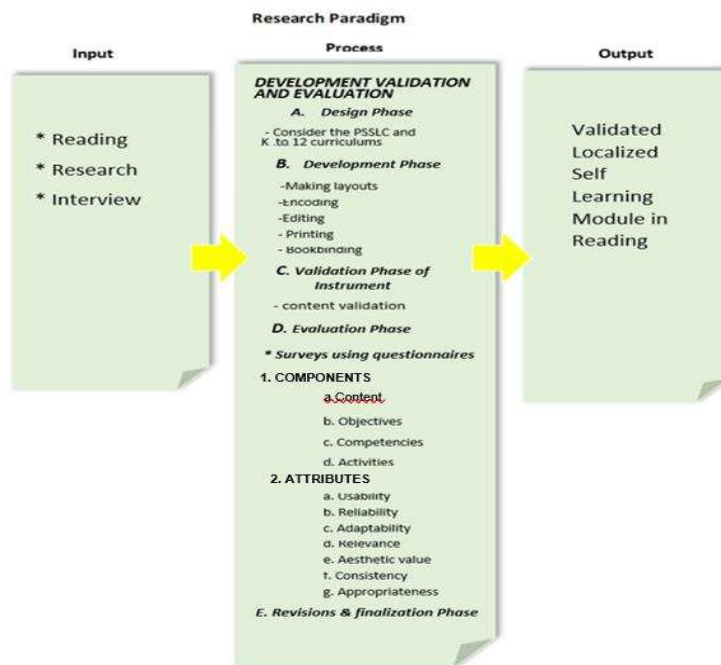


Figure1. Conceptual Framework presenting the variables under study.

Fig. 1. (a) first picture; (b) second picture

(1)

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APPENDIX A



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Graduate Studies and Applied Research

February 10, 2022

MARITES A. IBAÑEZ, CESO V

Schools Division Superintendent
Schools Division Office of Laguna
Santa Cruz, Laguna

Dear Madam,

Warmest Greetings!

The undersigned is presently working on a research entitled **“LOCALIZED SELF-LEARNING MODULE IN READING”**. This study is a partial fulfillment of the course requirements for the degree, Master of Arts in Education (MAED) Major in English, which the researcher is pursuing at Laguna State Polytechnic University (LSPU), Santa Cruz, Laguna.

Concerning this matter, The researcher would like to request permission to your good office to conduct a survey on schools at Cavinti District.

I am looking forward for your favorable response. Rest assure that the data to be gathered from the said respondents will be treated with confidentiality and be used only for the said study.

Thank you and God Bless.

Very truly yours,

JONATHAN D. LABINDAO

Researcher

Noted :

Aileen M. Daran , Ed.D

Research Adviser

Rosario G. Catapang, Ph.D

Associate Dean, College of Teacher Education
Laguna State Polytechnic University-SCC

Approved:

MARITES A. IBAÑEZ, CESO V

Schools Division Superintendent

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

A.1. Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.