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**EFFECTIVENESS OF ENHANCED COMPIILATION OF READING MATERIALS FOR GRADE 2 LEARNERS ON IMPROVING LITERACY SKILLS**



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**ABSTRACT**

The purpose of the study was to determine the effectiveness of Enhanced Compilation of Reading Materials for Grade 2 learners to improve their literacy skills. The researcher selected 8 male and 8 female grade 2 learners as her respondents for this study. The researcher developed reading materials to lessen the number of struggling readers.

The researcher used the pre-test and post-test as research instrument to find out the level of performance in reading. There were 3 levels the easy, average, and difficult level. Letters and words were included for easy level, paragraphs and sentences for average level, and short stories with simple reading comprehension for difficult level.

The efficiency of the augmented reading materials among the respondents was determined using the descriptive research methodology. As part of the statistical analysis, mean, percentage, and standard deviation were used.

The results of the study were interpreted by level during the pre-test in the school and post-test at home. It showed that for the Easy level during the pre-test, students answered a mean of 43.75 out of 51 questions, or 85.78%, with a standard deviation of 3.82. The students' average score at the Average level was 7.56 out of 11, or 68.75, with a standard deviation of 2.10. The students' average score at the Difficult level was 11.63 out of 14 questions, or 83.04, with a 1.67 standard deviation.

Additionally, during the post-test, students who took the Easy level received a mean score of 48.81 out of 51 questions, or 95.71%, with a standard deviation of 2.20. The students' mean score at the Average level was 9.88 out of 11, or 89.77, with a standard deviation of 1.31. The students' average score at the Difficult level was 13.50 out of 14 questions, or 96.43, with a standard deviation of 0.89.

The collected data also presented the mean difference between the pre-test and post-test scores for the easy level is 5.06, and the computed t-value of 4.5771 is more than the t-critical of 2.0452 and is therefore considered significant. The computed t-value of 3.5274 is more than the t-critical of 2.0452 and is considered as significant because it is greater than the mean difference of 2.31 for the average level. The computed t-value of 3.7041 is bigger than the t-critical of 2.0452 and is evaluated as significant for the tough level, where there is a mean difference of 1.88.

The results above suggest that, at the 0.05 level of significance, an improved compilation of reading resources significantly affects Grade 2 students' performance. It demonstrates that the null hypothesis that "There is no significant effect of using enhanced compilation of reading materials in the performance of Grade 2 learners" is rejected; it is concluded that there is a "significant" relationship between them.

It was suggested that elementary school teachers make use of the reading materials as intervention tools. For the ongoing development of their children's literacy skills, parents can also use the reading resources at home with their grade 2 students. They were also urged to create educational materials, which they can change in accordance with the requirements and preferences of the younger students. The study's findings identified the requirements for the students to guarantee the growth of their literacy abilities.

**Keywords:** *Reading materials, compilation, effectiveness, literacy skills.*

## INTRODUCTION

Many people believe that reading is very essential skill among the four macro skills in English. Teachers play an important role in encouraging learners to start reading. Good reading habits in English are evaluated positively by primary ESL teachers, but the manifestations of these habits vary. Teaching and learning activities, selection of English reading resources, reading encouragement, and reading programs are four growing categories of manifestation of primary ESL instructors' reading habits in English. According to the findings, teachers who are keen readers and have good reading habits in English can instill good reading habits in their students (Ming Zhi, 2021).

Rokita-Jaskow and Ellis (2019) emphasize the extra-linguistic, environmental factors such as parental involvement and teachers' competence can affect the critical reading skills development of the learners. Therefore, teachers and parents must help together for the success of the teaching and learning process.

This time of the new normal, the researcher observed the learning gaps especially in literacy. After two years of no face-to-face classes, the learners are having difficulty on reading English and the number of non-readers arises. Many factors can hinder them, and one of these factors is the lack of reading

materials. Reading materials that will encourage them to read and be interested in reading.

The researcher observed that many pupils got lower scores in their activities and most of the pupils were not capable to read and some were having difficulty to comprehend their lessons.

The researcher looked for other ways to help pupils and lessen the number of learners with reading difficulty. The researcher decided to enhance compilation of reading materials to practice reading in the school and at home. These materials will be served as an aid to the learners, and teachers can monitor the learners' progress in reading.

Reading is an important skill that younger learners should develop by using appropriate materials for them. Unfortunately, there was a lack of reading materials that can enhance the learners' reading skills. Usually, they focused on the essential learning competencies (MELCs) in the public school. There were provided modules for MELCs, but there were no developed reading materials for the learners. Providing reading materials can reinforce the reading progress, and it has a huge impact on the academic performance of the pupils. Enhanced Compilation of Reading Materials aims to support the young learners to make reading their habit. The researcher will create these materials based on the appropriateness

of objectives, content, reading strategies, and comprehension questions included in every reading material. There were also levels included in the reading materials Easy level (letters and words), Average level (paragraphs and sentences) and Difficult level (short stories with 3 or more comprehension questions).

The researcher designed this material based on the target readers, the Grade 2 learners, and made this material more engaging and creative through different strategies and by including pictures and colorful designs. These help the researcher catch the young readers' attention so that these will increase the interest of every child in reading.

## METHODOLOGY

The researcher used pre-test and post-test questionnaires to measure the learners' progress. The researcher created the reading materials with activities as pre-test and post-test needed for evaluation. The researcher wrote a letter of request to conduct the study. The researcher sent the approved letter of request among the target respondents and conducted orientation with the parents and the learners. The pre-test and post-test questionnaire will be administered after classes.

## RESULTS

During the pre-test, the learners got a mean of 43.75 out of 51 questions or 85.78% with a standard deviation of 3.82 for the Easy level. For the Average level, the learners got a mean of 7.56 out of 11 questions or 68.75 with a standard deviation of 2.10. For the Difficult level, the learners got a mean of 11.63 out of 14 questions or 83.04 with a standard deviation of 1.67.

The level of performance of Grade 2 learners Using Enhances Compilation of Reading Materials at home which were interpreted using the mean, percentage and Standard Deviation.

During the post-test, the learners got a mean of 48.81 out of 51 questions or 95.71% with a standard deviation of 2.20 for the Easy level. For the Average level, the learners got a mean of 9.88 out of 11 questions or 89.77

with a standard deviation of 1.31. For the Difficult level, the learners got a mean of 13.50 out of 14 questions or 96.43 with a standard deviation of 0.89.

The effect of enhanced compilation of reading materials in the performance of Grade 2 learners which were presented with mean difference, t-computed, t-critical and interpretation.

It indicated that the pre-test and post-test scores for the easy level has a mean difference of 5.06 and the computed t-value of 4.5771 is greater than the t-critical of 2.0452 and is interpreted as significant. For the average level, there is a mean difference of 2.31 and the computed t-value of 3.5274 is greater than the t-critical of 2.0452 and is interpreted as significant. For the difficult level, there is a mean difference of 1.88 and the computed t-value of 3.7041 is greater than the t-critical of 2.0452 and is interpreted as significant.

From the findings above, we can infer that enhanced compilation of reading materials has a significant effect in the performance of Grade 2 learners at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant effect of using enhanced compilation of reading materials in the performance of Grade 2 learners" is rejected; it can be inferred that there is "significant" effect between them.

## DISCUSSION

The goal of the study was to evaluate the effectiveness of the improved collection of reading materials for learners in grade 2. The researcher specifically chose 8 male and 8 female students in Grade 2. Based on her field observations and experiences, the researcher took the demands of the respondents into consideration.

The collected information was statistically processed using the mean, percentage, and standard deviation to determine the level of performance of Grade 2 students using an improved collection of reading resources used in class and at home. The students' performance on the pre-test at the Easy level was a mean of 43.75 out of 51 questions, or 85.78%, with a standard deviation of 3.82. The students received a

mean score of 7.56 out of 11 questions, or 68.75, at the Average level, with a standard deviation of 2.10 points. The students' average score at the Difficult level was 11.63 out of 14 questions, or 83.04, with a 1.67 standard deviation.

For the Easy level on the post-test, the students achieved a mean score of 48.81 out of 51 questions, or 95.71%, with a standard deviation of 2.20. The students' mean score at the Average level was 9.88 out of 11, or 89.77, with a standard deviation of 1.31. The students' average score at the Difficult level was 13.50 out of 14 questions, or 96.43, with a standard deviation of 0.89. Additionally, it showed that there is a mean difference of 5.06 between the easy level's pre- and post-test scores, and the computed t-value of 4.5771 is greater than the t-critical value of 2.0452 and is therefore considered significant. The computed t-value of 3.5274 is more than the t-critical of 2.0452 and is evaluated as significant for the average level, where there is a mean difference of 2.31. The computed t-value of 3.7041 for the challenging level is bigger than the t-critical of 2.0452 and is evaluated as significant because there is a mean difference of 1.88 for this level.

In order to meet the needs of the younger readers, elementary school teachers may also develop additional materials.

2. Based on the future needs of the readers, elementary school teachers may revise and change the reading materials.
3. Elementary teachers are encouraged to use the reading resources as a school intervention. To continue enhancing their children's reading abilities, parents can also use the reading resources with Grade 2 students at home.
4. It is advised that students in grade 2 use the reading materials to enhance their literacy and foster a love of reading

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