

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

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**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-IRE, 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).

# Reading Comprehension Research

**Joanne Carlisle, Melinda S. Rice**



## **Reading Comprehension Research:**

New Methods in Reading Comprehension Research David E. Kieras, Marcel A. Just, 2018-04-17 Published in 1984 this volume presents methodologies for studying the ongoing psychological processes that occur as a person reads a text as well as discussing the major findings that these methodologies have produced to provide a handbook of reading comprehension research techniques Focusing on the comprehension processes that occur when a person is reading rather than the representation that remains after the text has been read the methodologies use measures such as reading times that reflect ongoing processes rather than relying exclusively on conventional measures of memory performance such as recall These methods make use of computer technology for rapid and flexible stimulus representation and data acquisition This book will allow researchers and students to select appropriate methodologies to investigate a range of fascinating questions about reading comprehension

**Improving Reading Comprehension** Joanne Carlisle, Melinda S. Rice, 2002 **Reading Comprehension Research** Helene M. Anthony, 1989 **Reading for Understanding** Catherine Snow, 2002-04-18 In fall 1999 the Department of Education's Office of Educational Research and Improvement OERI asked RAND to examine how OERI might improve the quality and relevance of the education research it funds The RAND Reading Study Group RRSg was charged with developing a research framework to address the most pressing issues in literacy RRSg focused on reading comprehension wherein the highest priorities for research are 1 Instruction

**Handbook of Research on Reading Comprehension, Second Edition** Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

*Handbook of Research on Reading Comprehension* Susan E. Israel, 2016-11-29 This esteemed reference work and professional resource now substantially revised integrates classic and cutting edge research on how children and adolescents make meaning from text The comprehension tasks and challenges facing students at different grade levels are explored with attention to multiple text types and reading purposes Preeminent researchers offer a range of perspectives cognitive neuroscientific sociocultural pedagogical and technological on key aspects of comprehension Effective approaches to assessment instruction and intervention are reviewed The volume also addresses issues in teaching specific populations including struggling readers and English language learners New to This Edition A decade's worth of significant research advances are reflected in 10 entirely new chapters Revised throughout to incorporate new studies and timely topics the

expanding role of technology changing school populations the Common Core standards international research and more Chapters on graphic scientific and multiple digital texts Chapters on fluency professional learning and literacy coaching

Reading Comprehension Research and Testing in the U.S. Arlette Ingram Willis, 2012-09-10 This book challenges traditional sanctioned and official histories of reading comprehension by examining how ideological and cultural hegemony work to reproduce dominant ideologies through education in general and reading comprehension research and testing specifically Willis analyzes the ideological and cultural foundations that underpin concepts theories research tests and interpretations and connects these to the broader social and political contexts within U S history in which reading comprehension research and testing have evolved The reconstruction of a history of reading comprehension research and testing in this way demystifies past and current assumptions about the interconnections among researchers reading comprehension research and standardized reading comprehension tests A promising vision of the future of reading comprehension research and testing emerges one that is more complex multidimensional inclusive and socially just Reading Comprehension Research and Testing in the U S aims to revolutionize how reading comprehension is conceived theorized tested and interpreted for all children This is a critically relevant volume for educational researchers teacher educators school administrators teachers policy makers and all those concerned with school literacy and educational equity

Reading Comprehension Judith Orasanu, 1986 This volume summarizes a decade of research highlighting major advances in knowledge concerning the nature of comprehension It suggests instructional implications of these advances and identifies issues remaining to be addressed Case studies are provided describing how several school districts have used this research to develop new approaches to teaching comprehension

**Handbook of Research on Reading Comprehension** Susan E. Israel, 2014-06-03 Researchers of reading comprehension literacy educational psychology psychology and neuroscience are brought together for this handbook to document and summarize the current body of research on theory methods instruction and assessment in reading comprehension

**Rethinking Reading Comprehension** Anne P. Sweet, Catherine E. Snow, 2003-04-30 This practical book grows out of a recent report written by the RAND Reading Study Group RRSg which proposed a national research agenda in the area of reading comprehension Here RRSg members have expanded on their findings and translated them into clear recommendations to inform practice Teachers gain the latest knowledge about how students learn to comprehend texts and what can be done to improve the quality of instruction in this essential domain From leading literacy scholars the book explains research based ways to Plan effective instruction for students at all grade levels Meet the comprehension needs of English language learners Promote adolescents comprehension of subject area texts Understand the complexities of comprehension assessment Get optimal benefits from instructional technologies And much more

**Handbook of Reading Research** P. David Pearson, Rebecca Barr, Michael L. Kamil, Peter Mosenthal, Elizabeth B. Moje, Peter Afflerbach, Patricia Enciso, Nonie K. Lesaux, 1984 The Handbook of Reading Research is the research handbook for

the field Each volume has come to define the field for the period of time it covers When taken as a set the four volumes provide a definitive history of reading research Back of cover volume 4 Improving Reading Comprehension Eugene F Megyesy, Joanne Carlisle, 2002-01-01 **What the Science of Reading Says about Reading Comprehension and Content Knowledge** Jennifer Jump, Kathleen Kopp, 2022-08-12 Discover all about how students learn to read This teacher resource explores current research on the science of reading and discusses what it means for classrooms today From detailed background information to helpful classroom tips authors Jennifer Jump and Kathy Kopp provide everything teachers need to improve students reading comprehension and content knowledge Perfect for professional development this book includes key words for teacher understanding teaching checklists top must dos and other features to help teachers bring these research based strategies into their classrooms *Reading Comprehension in Educational Settings* José A. León, Inmaculada Escudero, 2017-10-19 Text comprehension is a critical area of psychological and educational research and has particular relevance to educational context The general aim of this international volume *Reading Comprehension in Educational Settings* is to encourage excellence in research and to bring together teachers students researchers and other professionals from different disciplines e g psychology linguistics neuroscience education information technology and communication as well as all those members of the general public who have an interest in the study of reading The specific objectives of the different chapters in this volume are to analyze existing methods of studying the various aspects of reading comprehension disseminate results already obtained by research groups working in the field and debate current and future trends in the study of reading **Teaching Reading Comprehension Processes** Judith Westphal Irwin, 2007 The Third Edition of *Teaching Reading Comprehension Processes* is a comprehensive and eclectic book on teaching reading comprehension in the elementary grades The overarching goal of this text is to encourage critical thinking and to challenge readers to examine preconceived ideas and beliefs about teaching comprehension This well researched text is a comprehensive overview of how the relationship among reader text and situation affects the reading process and why comprehension takes place The Third Edition explores various and contending schools of thought in reading comprehension research and successfully gives students perspective on the socio cultural influences on reading comprehension *Teaching and Researching Reading* William Grabe, Fredricka L. Stoller, 2002 Written for language professionals who have a special interest in reading this volume helps teachers understand the complex nature of reading and provides basic research inquiry to their expertise as teachers Beyond Decoding Richard K. Wagner, Christopher Schatschneider, Caroline Phythian-Sence, 2009-06-19 What cognitive processes and skills do children draw on to make meaning from text How are these capacities consolidated over the course of development What puts some learners at risk for comprehension difficulties This authoritative volume presents state of the science research on the behavioral and biological components of successful reading comprehension Uniquely integrative the book covers everything from decoding fluency and vocabulary knowledge to

embodiment theory eye movements gene environment interactions and neurobiology The contributors are prominent investigators who describe their methods and findings in depth and identify important implications for the classroom

**Children's Reading Comprehension and Assessment** Scott G. Paris, Steven A. Stahl, 2005-03-23 Originating in a recent CIERA conference held at the University of Michigan this book brings together the nation's most distinguished researchers to examine how readers understand text and how comprehension is assessed The first part provides both national and historical contexts for the study of reading comprehension The second part examines how vocabulary motivation and expertise influence comprehension and it includes analyses of the developmental course and correlates of comprehension Chapters in the third part consider how schools focus on comprehension for instruction and assessment The fourth part includes chapters on large scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension At the end of each part is a commentary written by an expert that reviews the chapters critiques the main points and synthesizes critical issues Key features of this outstanding new book include Integration of Research and Practice provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment Comprehension Focus provides a thorough history and rigorous research based analyses of reading comprehension Assessment Focus provides innovative approaches to comprehension assessment that include the influences of vocabulary decoding and motivation Synthetic Commentaries provides periodic summaries that analyze and synthesize research practices and issues discussed in each part Expertise contributing authors and commentators are highly respected authorities on reading comprehension see table of contents This text is appropriate for educational and psychological researchers reading educators and graduate students in education and psychology It is part of the CIERA series which includes the following volumes Taylor and Pearson Teaching Reading Effective Schools Accomplished Teachers 2002 Van Kleeck Stahl and Bauer On Reading Books to Children Parents and Teachers 2003 Hoffman and Schallert The Texts in Elementary Classrooms 2005

**Comprehension and Teaching** John T. Guthrie, 1981 Reflecting the interdisciplinary emphasis that reading comprehension has received during the past decade the articles in this volume deal with both the processes involved in reading and the instructional practices used in teaching it The six articles devoted to reading processes deal specifically with the following topics schemata comprehension of text structures vocabulary knowledge the social context of learning to read and social psychological perceptions and reading comprehension The six articles concerning instructional practices report on instructional variables in reading comprehension academic learning time and reading achievement the role of reading in bilingual contexts characteristics of exemplary reading programs overcoming educational disadvantages and recognizing reading comprehension programs FL

The Cognitive Development of Reading and Reading Comprehension Carol McDonald Connor, 2016-02-26 Learning to read may be the most complex cognitive operation that

children are expected to master and the latest research in cognitive development has offered important insights into how children succeed or fail at this task The Cognitive Development of Reading and Reading Comprehension is a multidisciplinary evidence based resource for teachers and researchers that examines reading comprehension from a cognitive development perspective including the principal theories and methods used in the discipline The book combines research into basic cognitive processes genetics perception memory executive functioning and language with an investigation of the effects that context and environment have on literacy outcomes making clear how factors such as health family life community policy and ecology can influence children s cognitive development

## Enjoying the Beat of Term: An Mental Symphony within **Reading Comprehension Research**

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