

Vocabulary Story Photo Album as Innovative Reading Material to Improve Learners' Reading Skills

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Abstract: This study focused on the development of the learners reading skills under the implementation of vocabulary story photo album as an innovative reading material for learners' development in reading skills. This study provided various evidence on how innovation can be a great step in developing the learners reading skills. The purpose of this action research is to determine or evaluate the effectiveness of using the vocabulary story photo album as an innovative reading material to improve and develop learners' reading comprehension and fluency. Various test and data gathering procedures showed promising data on the success of the implementation of the said reading material where thirty (30) students assessed under the supervision of the chosen master teachers and grade 3 teachers with the use of learning modules evaluated by the teachers using LRMDS tool. The data that this study generated in terms of the success it shown over the development of the learners were significant in terms of their level of reading skills. Challenges that were encountered by both teachers and students were highly encountered in correlation with the students' level in reading skills. Furthermore the information gained from this study will benefit English teachers by yielding information about the effectiveness of using innovative reading materials to develop learners' reading skills.

Keywords: innovation, reading comprehension, reading fluency, vocabulary story photo album

Introduction

Reading materials have been an important material for educators to guide, help, boost the learner's motivation, and enhance each and everyone's reading skills and writing skills. Innovation is a teacher's friend when it comes to creating visual presentations, learning materials/Instructional materials. Without the help of instructional materials, there will be a huge gap between the knowledge and skills the teachers want to impart to their learners and the things that the learners want to know from the teachers. To close that gap, teachers should be able to provide engaging activities or learning materials like books, visual presentations, games, and other materials related to the skills the teacher wants to impart.

In this case, reading materials are very crucial in improving the learners reading skills. Reading is essential in the growth of a learner's progress toward the future. It takes a lot of effort for a teacher to facilitate young learners when it comes to reading skills. As hard as it gets, Teachers need to ensure that those learners will go home and progress will come home with them in reading skills. It will take time and skills. But one important thing when it comes to teaching young learners is creativity. Learners tend to pay attention when something flashy or eye-catching is being presented to them. This will help them engage in any reading activities. That's where the innovation of a single teacher becomes a big

part of the process of improving the learner's reading skills. A teacher must be innovative enough to create something useful and yet attractive for the learners.

Teachers should be creative and smart in choosing and using an appropriate approach. Teachers can use the Reading approach as the way they teach. A good example of using an appropriate approach is by implementing innovative reading materials among the learners, especially when it comes to teaching the English language. By doing reading students will learn many things and can understand everything related to language learning, especially English. So, it is important to know how to read effectively by using a reading approach.

Reading enables students to become independent in comprehending text structures while improving their proficiency in academic and professional skills (DeBruin-Parecki, 2015). Students that are unmotivated lack engaging reading habits. Studies show that when a learner gains reading motivation or engagement they have high performance when it comes to reading comprehension (Jingblad & Johansson, 2017). Reading engagements represent the learner's motivation to read and engage in reading activities that will improve their understanding of text and words, hence affecting their reading comprehension (Protacio, 2017). Therefore, these studies suggest the importance of

reading motivation and engagement in improving the learners reading skills. When it comes to boosting the learners' reading engagement there are a few strategies that teachers can use such as using innovative reading materials or engaging reading activities.

Learners that can read are a huge milestone for their personal growth as a person. Reading is not easy to learn, especially without the proper guidance of an adult. Parents are the first teachers of their children. They are also responsible for a child's growth in terms of reading and writing skills. Reading is like exploring, you get to discover new information and knowledge as you grow older. There is this satisfying feeling of seeing a child being able to read phrases. Construct different sentences. This proves that their reading skills have drastically improved. Their home is the first place where they first learned their first words and letters. A parent also must start them young when it comes to letters and simple words. Parents should be able to provide simple but attractive reading materials for children. Once a child is exposed to any reading materials, this will boost their progress in reading comprehension.

Once a child enters their first day in school. That is the time their precious adventure in improving their reading skills starts. Their first-ever teacher will be responsible for their start of learning the Alphabet to eventually start to write those letters. As time goes by, they will eventually progress higher. At this point, teachers now have bigger responsibilities as they need to have the proper skills and innovative minds to improve the learners' reading skills. There are subjects dedicated to the learner's progress in reading skills. These subjects should not be underestimated, especially by the teachers. Every learner's reading skills are related to their academic success and progress. Reading is essential for learners. It will help them as they progress through life. It will help them with their career. Reading will enable, assist, and inspire a person to be successful in life. Reading is a never-ending journey to seek what you want to gain in life.

Innovation, creativity, and perseverance are important aspects a teacher must have to successfully enhance learners' reading skills. Without so to speak, a teacher handles students ranging up to 40 students per classroom. A teacher must create something that will surely help 40 learners in one classroom improve their reading skills. The innovation skills of each teacher rely on the level of their creativity. A single teacher must be able to create new instructional materials that are pleasant and yet useful for the progress of the learners.

Action Research Questions

This study aims to investigate the effectiveness of using vocabulary story photo albums as innovative reading

material for the learners specifically to improve their reading skills. This study seeks to answer the following questions:

1. What is the level of acceptability of the developed vocabulary story photo albums as innovative reading material as assessed by master teachers and subject teachers based on the LRMSD evaluation tools in printed materials in terms of:
 - 1.1 Content,
 - 1.2 Format,
 - 1.3 Presentation and Organization, and
 - 1.4 Accuracy and Up-to-dateness?
2. Is there significant difference in the assessment of the two groups of respondents on the level of acceptability of the developed vocabulary story photo albums as innovative reading material?
3. What is the level of the learners reading skills as described in the following?
 - 3.1 Reading comprehension
 - 3.2 Reading fluency
4. How effective is the developed vocabulary story photo albums as innovative reading material in improving the reading skills of Grade 3 learners as revealed by their pretest and posttest mean scores?
5. Is there a significant difference between the pretest and posttest mean scores?
6. What are the challenges that teachers will encounter when implementing the vocabulary story photo album among the learners?
 - 6.1 Cognitive capacity/energy
 - 6.2 Reading disability or problem
 - 6.3 Lack of reading motivation/engagement
7. What lesson exemplar in English 3 may be developed based on the findings of the study?

METHODS

The study was employs one-group pretest-posttest research design to test the validity of the offered effectiveness of using vocabulary story photo album as reading materials that will be utilized to grade 3 students for their development in reading skills. This research design will guide the assessment of the pre-test and post-test results for former evidence made by the intervention. In this design the researcher is keeping the respondents under observation after implementing the factors of cause and effect, it is the best method to test the theory or the instructional material which is extremely congruent to the concept of the study (Samosa, 2020). The

result given by this design will be accurate and specific with the help of the respected respondents of the study.

This study aims to investigate if there will be an impact for the learners development in reading skills and gather data the shows how effective the innovative reading material is before and after utilization.

The respondents of this study were thirty (30) students, two (2) master teachers, and two (2) grade 3 teachers that are teaching English grade 3 in Bagong Buhay G. Elementary school. The respondents were purposively selected.

Survey questionnaire was given to the selected teachers to evaluate the learning materials created by the researchers that will be utilized to the thirty (30) students. The survey questionnaire is evaluated by content, format, presentation and organization, and accuracy and up-to-dateness following the LRMDS evaluation tool. The learning materials that is to be utilized among the learners is what the teachers will use to assess the reading skills of the grade 3 students. The study uses purposive sampling technique in order to determine if there are similar traits or characteristics among the participants while engaging on the proposed reading material.

In order for the succession of the development of the new reading material, the researchers used innovation as a tool to develop and implement the vocabulary story photo album. The reading material is to be utilized in order for the learners to develop their reading skills.

In conducting the study, the researchers carried out a request letter noted by the school principal and research coordinator that is sent to the school division superintendent for the approval and permits to undertake the study to the chosen school. Once approved, the researchers can now distribute the informed consent form to all the learners' parents/guardians. Another letter is to be given to the principal of the chosen school for the permission to conduct the study.

To protect the privacy of the respondents, the researchers will consider taking proper consent from all the respondents of the study. The date that will be collected will be treated with confidentiality and validity of the conduct of this study. The researchers will ensure to have a proper communication and cooperation with the participants and ensure the safety of the documents. All information shall not be exposed with/o the proper consent of the owner.

In terms of analyzing the achievement of the learners on the reading activity based on the assessment and evaluation of the teachers on the experiment group using the t-test of the independent means. After the pretest, next step is the intervention to be given to the experimental group. Once the intervention has been implemented, a posttest will be administered to see if there is a significant difference between the pre-test and posttest results of the experimental group. The weighted mean was utilized. The critical value and computed

t value, as well as p – value and an alpha level of 0.05, were statistically considered to determine the academic achievement of the learner respondents.

Results and Discussions

Table 1: Level of acceptability of the developed vocabulary story photo album as an innovative reading material assessed by Master Teachers/Grade 3 Teachers

Vocabulary Story Photo Album	Teachers	
	WM	Verbal Interpretation
Content	3.68	Very Satisfactory
Format	3.76	Very Satisfactory
Presentation and Organization	3.55	Very Satisfactory
Accuracy and Up-to-dateness	3.79	Very Satisfactory
Overall	3.70	Very Satisfactory

The tabulated data revealed the level of acceptability of the developed vocabulary story photo album as assessed by master teachers and grade 3 teachers. The data showed that the master teachers and grade 3 teachers' assessment on the acceptability of the vocabulary story photo album was very satisfactory that was based on the computed weighted mean of 3.70. More so, the teachers asses the content of the reading material was X = 3.68; Format X= 3.76; Presentation and organization X = 3.55; Accuracy and up-to-dateness X= 3.79 which all denoted as very satisfactory based on LRDMS evaluation tools for printed materials.

This implies that the reading material passed the LRMDS evaluation assessed by master teachers and grade 3 teachers as the content of the introduced reading material is applicable to the grade 3 students with the format and presentation and organization that is suitable for their current skill level with accuracy and up-to-dateness that is a reliable source of knowledge for the young students.

Table 2: Level of the learners reading skills on vocabulary story photo album

Variables	Pretest Mean Score	Posttest Mean Score	Gain Score
Reading Comprehension	60	86	65
Reading Fluency	51	79	57

The date that is being presented of table 2 shows the learners' performance after the utilization of the vocabulary story photo album as an innovative reading material to improve learners reading skills. Considering the data provided

by the table, it indicates that before the utilization of the reading material, the learners pretest mean score are as follow; Reading comprehension is 60, Reading fluency 51, then their posttest mean score on Reading comprehension is 86, and reading fluency is 79. Hence the learners' gain score is 65% on reading comprehension and 57% gain score on reading fluency, it is there by concluded that the vocabulary story photo album as an innovative reading material to improve the learners reading skills had a positive effect on the learners improvement in reading skills, as evidenced by the significantly greater mean in the posttest than the pretest.

Table 3: Significant difference on the pretest and posttest mean scores of the learners on the implementation of the vocabulary story photo album as an innovative reading material to improve learners reading skills

d f	t-test	t-test critical value	Probability level	Decision	Interpretation
29	3.94	2.05	P > 0.05	Ho is rejected	Highly Significant

Upon computing the data, it shows that the t-test value is 3.94 which exceeds to the t-test critical value of 2.05 at the degree of freedom of 29. The result of the scores is significant at 0.05 which implies that the null hypothesis is rejected. Thus, there is a significant difference in the pretest and posttest score of the learners assessed by teachers using the vocabulary story photo album as an innovative reading material to improve the learners reading skills.

Table 4: Challenges encountered by teachers on the implementation of the vocabulary story photo album

Challenges encountered by teachers on implementing the vocabulary story photo album	WM	Verbal interpretation
Cognitive capacity	3.51	Very Highly Encountered
Reading problems	2.47	Encountered
Lack of reading engagement/motivation	2.62	Highly Encountered
Overall	2.96	Highly Encountered

Legend: Very highly Encountered (3.50 – 4.00), Highly Encountered (2.50 – 3.49), Encountered (1.50 – 2.49), Not Encountered (1.00 – 1.49).

The data above showed the challenges that were encountered by the teachers on the implementation of the vocabulary story photo album among the participated students. The data revealed that the learners' shows a highly encountered challenge on using the vocabulary story photo album based

on the overall computed weighted mean of 2.96. As described on the following domains the means scores of the following challenges as follows; Cognitive capacity(X=3.51), Reading problems (X= 2.46), Lack of reading engagement/motivation (X= 2.62). The challenges that the teachers encountered are related to the question given to the learners and based on the data above that some learners have problems when it comes to familiarizing words and reading instructions.

Conclusion

1. The level of acceptability of the developed vocabulary story photo album as an innovative reading material that was assessed by the master teachers and grade 3 teachers was very satisfactory.
2. The levels of the learners reading skills in terms of reading comprehension and reading fluency have significant difference when assessed by the teachers and the learners.
3. There was a high level of significance between the pretest and posttest scores of the learners based on the data gathered by the researchers.
4. The learners' shows highly encountered challenges in terms of assessing the learners using the vocabulary story photo album.

Recommendation

Based on the findings of the study and the conclusion drawn from the results, the following are recommended:

1. Further research is needed on using vocabulary story photo album as an innovative reading material to improve the learners' reading skills and how teachers can utilize the innovative materials with collaborating with co-teachers/Master teachers to design more innovative reading materials for the learners' development in Reading comprehension and reading fluency.
2. Utilization of the vocabulary story photo album as an innovative reading material for the improvement of learners' reading skills for further research on a much larger population.
3. For more comprehensive findings, further studies on the same area of concentration may be conducted for the improvement of education where the learners' will benefit.

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