



DEVELOPMENT AND VALIDATION OF BIG BOOKS FOR GRADE I MTB-MLE CURRICULUM

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Abstract: *Elementary pupils are visual learners. They learn more if they see what is being taught to them. Hence, it is a must that a teacher provides an instructional material which caters to the needs of each pupil. This is the main reason behind the conduct of this study which particularly aims to develop a Big Book in selected Ilocano short stories as an instructional material for Grade I MTB-MLE Curriculum.*

The Research and Development (R&D) design was used in this study since it aimed to develop mother-tongue based assessment tools for Ilocano children to capture their early literacy achievement. Data was gathered through the use of face validation tool as guide in knowing the respondents' feedback regarding the big book after exposure.

In terms of the evaluation of the developed big book, the respondents strongly agreed that the use of big book is an effective learning tool to enhance pupils' reading comprehension; thus, the concept behind this big book as an instructional material can easily be learned and understood by the learners.

INTRODUCTION

The language spoken by the child is a very crucial factor in the development of early literacy. In the years before formal schooling, the child develops his ability to use a language along with literacy. Through a language he is familiar with, the child is able to access the power of education, to develop his self-esteem and pride and his potentials (ID21 Insights, 2006). Children who read and write in the mother tongue before learning another language not only are more successful second language learners but also excel more quickly than their peers who did not become literate in their first language (UNESCO, 2003). Literacy teaching in the early years of school must be through the language the child knows and uses most often. Because of the growing number of evidence that the learner's mother language is indeed the best medium of instruction in early years, the Department of Education (DepEd) has institutionalized mother-tongue education as a fundamental educational policy and



program in the whole stretch of formal education, including pre-school and in the Alternative Learning System (ALS) which is incorporated in the K + 12 program.

This program of the Department of Education provides an avenue for learners to better learn the concepts taught in school with ease and simplicity. However, the challenge on how to deliver the lesson efficiently and effectively lies in the hand of the teachers who will teach the lessons. Fortunately, there were different seminars and trainings that each elementary teacher was provided to cope up with the existing challenge of teaching the learners using the MTB – MLE way.

Those trainings and seminars help each elementary teacher to be abreast with the basics of mother tongue based education.

From the learner's point of view, it was observed that learning is easily taking place when they understand the concept and ideas being taught to them. Elementary pupils are visual learners. They learn more if they see what is being taught to them. Hence, it is a must that a teacher provides an instructional material which caters to the needs of each pupil. This is the main reason behind the conduct of this study which particularly aims to develop an instructional material in selected Ilocano short stories.

This will surely provide pupils with thorough knowledge on reading comprehension which will equip them with the mastery of the basic and the more sophisticated reading skills that will make him/her evolve to become a lifetime reader (Badoy, W. et. al., 2101).

CONCEPTUAL FRAMEWORK

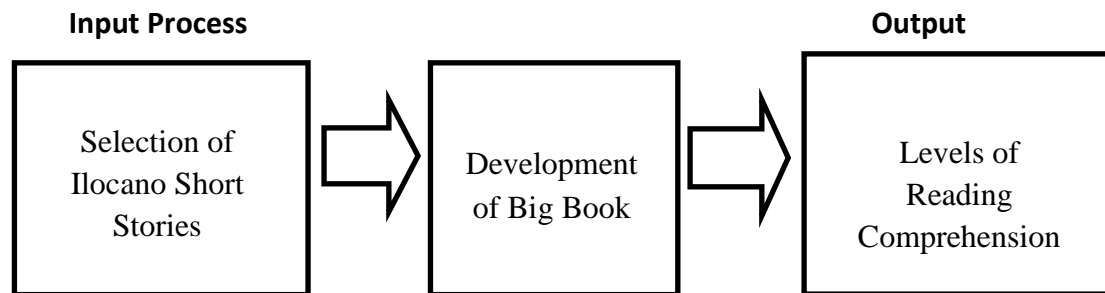
Reading comprehension is one of the skills that a learner needs to develop especially in the elementary grades in which the value of continuance, sequential and systematic reading instruction must be emphasized. It plays special attention with the utilization of the learners' interests and the fulfillment of his or her needs for reading skills.

In elementary grades, lack of awareness about the process of reading comprehension leads to inefficient and unsatisfactory reading performance of the pupils. It is sometimes a misconception that reading comprehension merely means getting the meaning of the words from the printed page through the passive and receptive phase of written communication.

The teacher is a crucial factor in enhancing the reading comprehension ability of the pupils, thus, she has always find different methods and strategies to regain the student's attention and interest in reading analyzing the selection.



Providing different types of reading selection to the pupils will determine the improvement of their reading comprehension ability.



RESEARCH PARADIGM

The paradigm of this study showed the relationship between the three variables: the input, the process and the output. The input involved the selection of Ilocano short stories used in the development of the big book as an instructional material in teaching Grade I. During the process, the developed big book was evaluated by experts to determine its effectivity as a learning tool for teaching reading comprehension for Grade I. The output was the pupils reading comprehension ability using language one (L1). The researchers conducted a comprehension check – up after teaching the pupils using the big book to determine their levels of reading comprehension.

It was observed that the pupils understood the selection better using vernacular because the use of vernacular/language one (L1) was already implemented to be used in the teaching – learning process.

The use of the mother language in beginning literacy is indeed important in the learning of children. As stated by Dumatong and Dekker (2003), by using the students' mother tongue in the classroom to teach literacy, skills as well as subject content, the cognitive skills would be developed and by teaching concepts in the mother tongue, the students would be exposed to comprehensible input and enable to develop concepts further. This is the reason that the assessment tools are written in Ilocano, the mother-tongue of Ilocano children. The right side of the triangle is the principles of sound assessment which guided the researcher in the making of the assessment tools. These tools are important in any curriculum development, design and evaluation (Bransford et al, 2000).



OBJECTIVES

This study aimed to develop a big book as an instructional material in selected Ilocano short stories. It has the following specific objectives:

1. Develop a big book containing selected Ilocano Short Stories for Grade I MTB – MLE.
2. Evaluate the big book containing Ilocano Short Stories by experts.
3. Test the Reading Comprehension ability of Grade I pupils using the big book.

RESEARCH DESIGN

The research and development (R and D) design was used in this study since it aimed to develop mother-tongue based assessment tools for Ilocano children to capture their early literacy achievement. This research design particularly employed Strickland's (2006) ADDIE model. This is a generic and simplified instructional systems design model which stands for Analyze, Design, Develop, Implement and Evaluate. In the analyze phase, the condition is clarified, the goals and objectives are established, and learner characteristics are identified. The assessment materials are designed and media choices are made in the design phase. In the develop phase, assessment materials are produced according to decisions made during the design phase. The implement phase includes the testing of assessment tools with the targeted audience, putting the product in full production, and training learners and teachers on how to use these tools. The evaluation phase includes both formative and summative which provide opportunities for feedback from the users (Strickland, 2006). This study considered the first three phases and a part of the last phase of the model to develop early literacy assessment tools. The output of the study through the said phases being undertaken is already a substantial accomplishment. It comprised a creative work undertaken on a systematic basis in order to increase the stock of knowledge (OECD, 2008) on the literacy achievement of children who are learning to read and write and to devise new measures for assessing what children can do in terms of reading and writing.

LOCALE OF THE STUDY

The study was conducted at Pudtol Central School, Poblacion, Pudtol Apayao. This school is implementing Mother Tongue Based –Multi – Lingual Education.



THE RESPONDENTS

The assessment tools were designed for children who are undergoing the Ilocano-based instruction. Since these tools are used to determine the early literacy achievement of pupils who are learning how to read and write, the following groups of respondents were selected:

- a. For the tryout of the assessment tools, the Grade I pupils of Pudtol Central School (PCS), Poblacion, Pudtol, Apayao for School Year 2014-2015.
- b. The said grade school were tested on the first four assessment tools
- c. This would ensure validity of the data gathered.

RESEARCH INSTRUMENT

The research used the developed Big Book. Face validation tool was designed where in questionnaire was used to evaluate the book. In this, the following scale were used: 5 – strongly – agree; 4 – agree; 3 – undecided; 2- disagree; 1- strongly disagree. The questionnaire was used to determine the validity. It consisted of 4 sub – criterion as follows: the material used, rules, questions, and the big book itself. Space for comments and suggestions was also included below the questionnaire.

RESEARCH ANALYSIS

Data was gathered through the used of face validation tool as guide in knowing the respondents' feedback regarding the big book after exposure.

The face validation tool was then administered for the purpose of the big book's validity. After which, the answered questionnaires were collected then tabulated, analyzed and interpreted. The weighted mean was solved then the grand mean was used for the general interpretation of the responses. The pupils score in the comprehension check – up was also tabulated for easy interpretation. Its mean and standard deviation were computed to determine their level of comprehension. The table shows the limits of description and its verbal description for the scales used in the study.

The formula for the mean used:

$$\bar{x} = \frac{\sum x_i}{N}$$

\bar{x} – arithmetic mean

$\sum x_i$ summation of all scores or cases

N – number of cases



Table I: Limits and verbal description from the scale used in the study

Scale	Limits of description	Verbal description
5	4.20 – 5.00	Strongly agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Undecided
2	1.80 – 2.59	Disagree
1	1.00 – 1.79	Strongly disagree

The study provides the MTB-MLE approach in teaching the basic reading as an educational tool to the usage of Ilocano terms to particular group of respondents and ethnicity as part of the cultured-based analysis and with the use of the Developed Big book as instructional materials. This social research conducted in this study validates the interpretation and commonly used Ilocano language translations by the identified respondents that can be duplicated and can be utilized in the MTB-MLE of the Department of Education.

Drawn from the findings and conclusions have commonly used terms relevant to the social analysis for a particular group of respondents that can be expounded into its Ilocano words along the topics in basic reading for Grade one. The interplay of research and extension as the ultimate goal in the functions of the university should provide support of the MTB-MLE through capability building seminar to identify the commonly used terminologies in sciences and its difficulty of the elementary school teachers (Grade 1-Grade 3) so that school administrators can support the development of an instructional materials with Ilocano language for the elementary schools in the K-!2 Program of the Department of Education.

Finally, the social research conducted in this study should also be utilized as benchmark mechanism in the MTB-MLE program of the Department of Education including the Higher Education Institutions to further validates the interpretation and commonly used Ilocano language in the basic reading education for the Grade one.

DISCUSSION OF RESULTS

This study involved the presentation of big book for grade one pupils, specifically on the concepts of selected Ilocano short stories, its validation as an instructional material in teaching Mother Tongue Based Multi Lingual Education (MTB – MLE).

The table below shows the respondents' feedbacks after the big book were shown to them for utilization during its validation.



Table II. Degree of agreement of the teacher and students on the developed big book in some specific criteria

Criterion	Computed mean	Descriptive value
Materials used are:		
• suited to the lesson	4.80	Strongly agree
• appropriate to the lesson	4.76	Strongly agree
• user – friendly	4.92	Strongly agree
MEAN	4.83	Strongly agree
The rules are:		
• easy to understand	4.88	Strongly agree
• strongly implemented	4.88	Strongly agree
• concise and clear	4.88	Strongly agree
MEAN	4.88	Strongly agree
The questions are:		
• based from topic	4.88	Strongly agree
• challenging	4.84	Strongly agree
• categorize into easy, average, difficult	4.80	Strongly agree
MEAN	4.84	Strongly agree
The Big book is:		
• captivating	4.80	Strongly agree
• an aid to enhance the student learning ability	4.76	Strongly agree
MEAN	4.78	Strongly agree
GRAND MEAN	4.83	Strongly agree

The mean in its criterion showed the score ranging from **4.78 to 4.88** which means that the respondents strongly agreed that the use of big book is an effective learning tool to enhance the pupil's reading comprehension. It is also justified by the grand mean which is **4.83**.

Below is the table showing the scores of the pupils in the reading comprehension.

Table III: Frequency and Percentage Distribution of the Reading Comprehension Scores of the Respondents and their Adjectival Description using the Big Book

PUPILS	SCORES	PERCENTAGE	AD
1	10	63.33	S
2	12	100	E
3	7	58.33	G
4	12	100	E
5	12	100	E
6	11	91.67	VS



7	12	100	E
8	12	100	E
9	8	66.67	G
10	1	8.33	P
11	2	16.67	F
12	2	16.67	F
13	9	75	S
14	10	83.33	VS
15	7	58.33	G
16	10	83.33	VS
17	11	91.67	VS
18	9	75	S
19	11	91.67	E
20	12	100	E
21	12	100	E
22	10	83.33	VS
23	9	75	S
24	12	100	E
25	10	83.33	S
TOTAL	233		
MEAN	9.32		
SD		3.21	

Legend:

- E – excellent
VS – very satisfactory
S – satisfactory
G – good
F – fair
AD – Adjectival Description
SD – Standard Deviation
P – poor

In the table, eight (8) pupils obtained the perfect score of twelve (12) or 100%. Only three (3) pupils got the score of eleven (11) or 91.67%. There are five (5) pupils who got the score of ten (10) or 83.33%. Three (3) pupils got the score of nine (9) or 75%. Only one (1) pupil got the score of eight (8) or 66.67%. Only two (2) pupils obtained the score of seven (7) or 58.33%. There are two (2) pupils who got the score of two (2) or 16.67% while only one (1) pupil obtained the score of one (1) or 8.33%.

The computed mean value of the reading comprehension is 9.32. This means that pupils easily learned the concepts taught to them using the big book as an instructional material.

The standard deviation of 3.21 implies that the pupils score are not dispersed. They have almost the same levels of understanding.



SUMMARY

This study aimed to develop and validate a big book as an instructional material in selected Ilocano short stories for Grade I MTB-MLE Curriculum.

The study was conducted at Pudtol Central School, Poblacion, Pudtol, Apayao. This school is implementing Mother Tongue Based – Multi – Lingual Education.

The assessment tools were designed for children who are undergoing the Ilocano-based instruction. Since these tools are used to determine the early literacy achievement of pupils who are learning how to read and write, the following groups of respondents were selected: (a) For the tryout of the assessment tools, the Grade I pupils of Pudtol Central School (PCS), Poblacion, Pudtol, Apayao for School Year 2014-2015. (b) The said grade school were tested on the first four assessment tools. (c) This would ensure validity of the data gathered.

The respondents strongly agreed that the use of big book is an effective learning tool to enhance the pupil's reading comprehension; thus, the concept behind this big book as an instructional material can easily be learned and understood by the learners.

CONCLUSIONS

Based from the data collected, the following conclusions were drawn:

1. In terms of the evaluation of the developed big book, the mean in its criterion showed the score ranging from **4.78 to 4.88** which means that the respondents strongly agreed that the use of big book is an effective learning tool to enhance the pupil's reading comprehension. It is also justified by the grand mean which is **4.83**.
2. With regards the pupils score in the comprehension check – ups, the computed mean value of the reading comprehension is 9.32. This means that pupils easily learned the concepts taught to them using the big book as an instructional material.
3. The standard deviation of 3.21 implies that the pupils' score are not dispersed. They have almost the same level of understanding.

RECOMMENDATIONS

Based from the findings of this research, the following recommendations are presented:

1. School administrators must see to it that pupils always are exposed to the different reading comprehension skills in order to become an effective reader who can comprehend better. One way is with the use of language one in teaching.



2. Parents should monitor the reading habits of their children which might help improve their reading and comprehension skills.
3. Reading materials given to the pupils should be carefully chosen in such a way that these will encouraged and challenged them to give varied reactions and interpretation based on their understanding of the text.
4. The use of attractive and interesting instructional materials can help stimulate the desire of the pupils to keep their focus on the lesson, hence, development and use of big books are very much encourage among schools and teachers.
5. Future researchers are also encouraged to conduct related researches along this field.

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SAMPLE OF A BIG BOOK



