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Research Article

Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook for Noting Details

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About Article

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ABSTRACT

Contextualized and indigenous literature as reading materials for highlander learners gives authentic and meaningful situations which can be done by crafting reading activities that focus on learners' cultural background and environment. This study determined the effectiveness of the Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook as an intervention in improving the reading comprehension skill of noting details in Ayangan National Agricultural and Vocational High School, Ponghal, Lagawe, Ifugao, SY 2022-2023. This study used the One Group Pretest and Posttest Design to 17 learners of Grade 7. The Mean Percentage Score (MPS) was used to describe the reading comprehension level of learners using the scale of Phil-IRI Reading Comprehension. The paired t-test was used to determine the significant difference between the pretest and posttest level of reading comprehension of the learners. The findings revealed a Frustration level in the reading comprehension performance of learners in the pre-test with an MPS of 42.94%, which means that the learner tends to withdraw himself/herself to read by refusing it. The posttest result is Instructional Level with an MPS of 60.98%, which means that the learner can only read when being guided. Moreover, there was a significant difference of the noting details skill of the participants from the pre-test to posttest. Therefore, contextualizing and using indigenous literature such as the CHILAG Workbook has positive effects in the noting details in reading comprehension.

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1. INTRODUCTION

The CoViD-19 Pandemic brought turmoil in the world for two consecutive years. This brought fears and challenges in education as one of the most affected sectors since the learning process most especially the reading comprehension was at stake and not totally guided due to the sudden shift from the normal classroom scenario to the new normal of online flexible learning and blended learning. Education had to continue despite the threats of the virus. This situation greatly challenged the teachers, parents and learners since not everybody can afford to provide reading materials or tools to reinforce learning aside from the given modules more so that teachers were not physically present during the learning process. Shaul *et al.* (2024) stated that acquiring the skill of reading is an important milestone in the primary education, with formal education and learning having critical roles. The widespread COVID-19 led to worldwide closures of schools and a sudden shift from face-to-face classroom setting to remote learning.

The return of the face-to-face classes after two years of hiatus for SY 2022-2023 was a welcome greeting for learners. Their adjustment in the old normal simply entails coping mechanism. The coping mechanism entailed reading comprehension to get activated to catch up with the other subjects.

One of the biggest priorities of the Department of Education is on the improvement of learners' reading comprehension to which this research is focused with. If the skill of noting details is weak, skills of getting the main idea, inferring, giving conclusions, determining the cause and effects, and other skills are at stake since one needs to identify and note details first before making meanings.

In order for students to perform in other subject areas, a strong reading comprehension is required since the aim of comprehension is to make and generate meaning. Reading comprehension leads students into making meaning in prose and poetry, informative Science text, word problems in Mathematics, history among others.

Reading comprehension transcends all other subject areas since it is the foundation skill that leads to knowing concepts and ideas from print and digitized materials. One study mentions that "Comprehension is the main purpose of reading. In fact, without it, there is no reading since reading is the process of constructing meaning from print" (Gunning, 2008).

Given the task and challenge to keep reading their notes and try to keep themselves at bay in the return to the old normal teaching-learning process, the skill of noting details should be made strong as it is the fundamental skill for other reading skills to be developed.

The English subject, in particular, requires students to read texts or passages, vocabulary and poetic lines in literature and other language exercises. The subject requires skills that can open other skills relevant to other subjects or disciplines especially Science and Mathematics. As cited by Pardede and Tamba (2017), reading is one of the important skills in teaching English and teachers must know that people need to learn or try reading in English at primary until to academic.

It has been observed since the first week of SY 2022-2023 that the 17 enrolled learners of the lone section of Grade 7 of the Ayangan National Agricultural and Vocational High School

have difficulty in noting details evident in the comprehension check such as quizzes and exercises to which most of their wrong answers are mostly on the what, who, when, and where of the text even if it is explicitly stated. This underlying problem, when not properly addressed, will cause academic crisis and failure to meet the competencies of most of their subjects.

This is one of the factors why these students could hardly accelerate to skills of getting the main idea, inferring, sequencing events, generalization, etc. which is currently evident in the low scores they got. Consequently, these students have low grades in the other learning areas especially Science and Math.

This research study aims to determine the effectiveness of Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook as an intervention in improving the skill of noting details of the 17 Grade 7 learners of Ayangan NAVHS, SY 2022-2023. This research is anchored in the DepEd Memorandum No. 173, s. 2019 Hamon: Bawat Bata Bumabasa (3Bs Initiative), a memo that aims to equip learners with reading skills to make them proficient and independent readers in their grade level. The memo has been circulated due to the overall results of the national assessment which reveals that elementary and high school learners are still deficient in literary skills both in language and content areas, more so in reading. It reveals that low achievement levels in English, Math, and Science appear to be caused by gaps in learners' reading comprehension, that explains why there are many low performing learners who could not comprehend (read and understand) Math and Science word problems written in English. In this memorandum, under comprehension, an effective reader understands the purpose of their reading and adjust their reading behaviors (skimming, scanning, or reading closely for details) according to that purpose. Accordingly, a proficient reader focuses on relevant parts of the text to distinguish important content from minor details.

Noting details, one of the skills in reading comprehension is a fundamental skill to pave way for the development of other skills, thus, the need to strengthen the skill of noting details is a top concern. "Noting details is a reading comprehension skill that involves picking out from a text, a particular piece or pieces of information to achieve a given purpose such as answering a question in a test" (Noting Details, 2021).

Since the context of the learners is the top consideration, a culturally sensitive, responsive and learner-oriented education for Grade 7 learners should be established in this fundamental skill. Such that, the use of contextualized and indigenous literature in the form of a workbook can address poor level skill in noting details.

Therefore, using an intervention on contextualized and indigenous workbook in English catering to the background and environment of the learners was conceptualized. "In reading, students need to learn the context of the text and can get the information from text. So that, students require abilities to understand and remember main idea as well as number of details that elaborate the main and supporting ideas in text. They also need to link the text in their knowledge base" (Pardede & Tamba, 2017).

This current study would help teachers gain ideas on how to develop strategies and materials that best suit their learners on



a skill they need to improve more. That this study may provide better understanding of the learners' context and gain insights on how to deal with it in order to bring out the best in the learners.

1.1. Action Research Questions

This study sought to determine the effectiveness of using the Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook as an intervention in improving the reading comprehension specifically on the skill of noting details of Grade 7 learners of Ayangan NAVHS, SY 2022-2023. Specifically, it aims to answer the following questions:

1. What is the reading comprehension performance level of the learners in the pretest and posttest?
2. Is there a significant difference in the reading comprehension performance level of the learners between the pretest and posttest?

H_0 : There is no significant difference in the reading comprehension performance level of the learners between the pretest and posttest.

2. LITERATURE REVIEW

The Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook as an innovation and integration to improve skill of noting details among Grade 7 students is proposed to curb low reading comprehension. This intervention material is highly appropriate with the learners as it deals with their context as Ayangan people, thus a need to let their culture and tradition as Ayangans shine and be used as a strong springboard for reading intervention materials.

This is supported by the research conducted by Culaste-Quimbo (2021) that used pre-experimental research design which revealed that the learners' reading ability level enhanced from frustration to instructional using Contextualized English Reading Proficiency Toolkit (CERPT), a localized workbook that focuses on the development of phonemic awareness, beginning reading, word recognition, fluency, vocabulary and reading comprehension skills.

In the same vein, the study of Bonganciso (2016) revealed that the reading comprehension level of the students in the pretest is average and was increased in the posttest as above average using contextualized teaching and learning through reading lessons and activities. Also, in Rabara's (2021) study showed a stunning result that combining contextualization and turn-taking technique raised students' reading comprehension level from Frustration to Instructional. Similarly, the research of Abad (2022) that uses investigation of the challenges and coping techniques the indigenous learners encounter in reading developed a contextualized and culture-based reading materials, revealed that the developed reading material enhances the reading proficiency of the indigenous learners and supplements textbooks used in the classroom.

Furthermore, the study of Angeles, *et al.* (2022) found out that using localized reading resources to teach reading is an effective technique that may aid students in improving their reading skills. Similarly, Lorbis (2019) declares Contextualized Teaching and Learning (CLT) as an effective process of

teaching and learning since the experiences of the pupils are being integrated into the content of the subject matter being taught in Grade 2 Araling Panlipunan. In addition, Pedroso *et al.* (2023) mentions that contextualized teaching strategies are instructional approaches that relate learning to a specific environment, scenario, or application area to target relevant skills and aid students' learning.

These contextualized materials used by these research addressed common problem which is poor reading comprehension. These proved that contextualizing the reading materials can boost and improve reading skills of the learners as they are much familiar with the concepts and ideas at hand, thus, paved the way for them to increase the love and habit of reading and develop critical thinking skills. These localized materials contain and reflect the context, culture, ethnic affiliation, environment, and other attributes that deals with the general situation of the learners. When the background idea gets activated, learners tend to associate with new ideas creating a pattern of idea development and higher order thinking skills. The use of contextualized materials is supported by the Philippine Constitution Article XIV section 1 (par. 1) which states: "The state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society." That the needs of the target learners to boost their reading comprehension through contextualized and indigenous reading materials are emphasized as mandate of the article.

The theory of Lev Vygotsky on Social Constructivism (1968), as mentioned by Bonganciso (2016) explains that the social milieu is responsible in the first conception of one's knowledge. Curpoz and Salandan as cited by Bonganciso (2016) explains that learning is a dynamic process, finding process that results from self-constructed meanings, a meaningful connection is established between the prior knowledge and the present learning activity. In relation to teaching of reading comprehension, the experiences and prior knowledge of the learner play an important role. This means that understanding the text requires the use of prior knowledge.

In the same vein, the Schema Theory by Frederic Bartlett (1932) explains that the past experiences or background knowledge have influences in learning new ideas or concepts. Rumelhart (1980) popularized the word, "schema" as mentioned by Carrell (1981), and Hudson (1982) and stated that prior knowledge is utilized to understand new ideas learned through texts.

This is supported by Berns and Erickson (2005) as cited by Bonganciso (2016) which states that Contextual Learning Theory assumes that the learners' own frame of reference has an effect in giving meaning and understanding to new concepts or data. Bonganciso (2016) states that learning takes place when learners link between the content and context of the text. In addition, the experiences of the learners outside the school play a significant role for teachers to know and gauge appropriate materials for them.

There is a large volume of published studies describing the role of contextualized and localized reading materials to improve reading comprehension of learners. Recent evidence suggests that using these materials boost the reading ability or skills of learners. A study conducted by Angeles, *et al.* (2022) found out that using localized reading resources to teach reading is an



effective technique that may aid students in improving their reading skills.

Abad (2020) in her study titled, "Designing a Contextualized and Culture-Based Reading Materials for Indigenous Learners" states that contextualization began to gain its prominence due to the paradigm shift in education. Grade 7 learners can boost their interest and can easily understand details of a reading material through stories that deal primarily with the local colors of his/her tribe and history. Abad (2020) explains "that the use of cultural aspects in classroom instruction can be a source of students' interests towards the subject matter". When learners learn in their context and learning caters to their prior knowledge, they are more engaged. Abad (2020) again further claims "that cultural aspect can lead learners to a strong connection between classroom learning experiences and their way of life".

Moreover, since one of the missions of the Department of Education's is to protect and promote the right of every Filipino to culture-based complete basic education, this workbook is appropriate and child-friendly. It adapts to the socio-cultural and geographical background of the learners.

This view is supported by the research study of Bonganciso (2016) that made use of contextualized learning to BSIT 1B students of the West Vizayas State University which the results recommend that the contextualized teaching and learning approach may be an alternative approach in the teaching reading comprehension in English. Also, Pedroso *et al.* (2023) mentioned that contextualized teaching strategies are instructional approaches that relate learning to a specific environment, scenario, or application area to target relevant skills and aid students' learning.

Similarly, Istiq'faroh *et al.* (2019) in the study on the effect of Indonesian folktales on fourth-grade students' reading comprehension and motivation presents that the experimental group students had higher scores on both dependent variables compared to other counterparts. This means that folktales picture books used as intervention material using a quasi-experimental design significantly promote reading comprehension and motivation of experimental group students compared to control group students.

Moreover, the study of Chang *et al.* (2019) on the influence of an interactive e-book on the reading comprehension of different ethnic groups using indigenous culture as content revealed a significantly better reading comprehension performance of indigenous students than Han students in reading activities using interactive e-books on indigenous culture.

In addition, a study conducted by Aguinaldo and Domingo (2021) presents the design, development and implementation of contextualized learning materials in Grade 7 Mathematics using 3 phases in the revision of the materials which concludes that the implementation of the revised materials is to suit with the context of the learners brought about a significant improvement on the posttest scores. Lorbis (2019) declares Contextualized Teaching and Learning (CLT) as an effective process of teaching and learning since the experiences of the pupils are being integrated into the content of the subject matter being taught in Grade 2 Araling Panlipunan.

Moreover, the use of the Council of Elders is supported by the

study of Arzadon (2019) titled, "The Mambunong and the School Knowledge Systems: Parallel and Interconnected" which states that educationists and educational anthropologists have always considered indigenous education as a major area of interest.

The Council of Elders are the source and verifiers of the reading materials which they focus on the content accuracy and cultural quality of the stories. The stories passed through words of mouth from the bygone age are written and translated in the English language. The workbook itself as collection of these stories may help preserve and promote culture and history of the Ayangan tribe. Learners may develop a spirit of patriotism, nationalism, and cultivate their strong sense of belongingness to the community (Abad, 2020).

Similarly, this study also made use of contextualized reading toolkit or material as an innovation to improve the reading ability of learners. Hence, the primary goal of this study is to use a workbook with local stories as an intervention material to improve reading comprehension particularly noting details. Moreover, the stories of the Ayangan tribe of the municipality of Lagawe will boost the learners' love and pride of their culture and tribe, that this concept of using an indigenized or contextualized material can be adapted by other schools especially the indigenous community.

3. METHODOLOGY

3.1. Research Design

This study used the One-group Pretest and Posttest Design. The One-Group Pretest and Posttest Design is a "type of quasi-experiment in which the outcome of interest is measured 2 times: once before and once after exposing a non-random group of participants to a certain intervention/treatment" (Choueiry, n.d.).

Grade 7 learners answered a pre-test and a post-test with the purpose of determining the effectiveness of the CHILAG Workbook as an intervention or treatment in improving the skill of noting details of Grade 7 learners of Ayangan NAVHS, SY 2022-2023.

3.2. Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook

The Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG) Workbook as an innovation and integration to improve skill of noting details among Grade 7 students is proposed to curb low reading comprehension. This intervention material is highly appropriate with the learners as it deals with their context as Ayangan people, thus a need to let their culture and tradition as Ayangans shine and be used as a strong springboard for reading intervention materials.

The workbook passed through the quality assurance and content validation from the English teachers of the Ayangan National Agricultural and Vocational High School. This intervention workbook was administered during the 4th quarter of school year 2022-2023, from May 2 to June 29 with 9 weeks within. The literary texts (in Ayangan- Lagawe context) are researched Ayangan folklores by the Senior High school students written in English which were carefully examined and edited by the researcher herself. These include legend, folktales, and historical narration as retold by the council of



elders. Moreover, the Grade 10 learners created short stories written in English and were carefully edited and examined by the researcher.

The workbook having a cover page of the Ayangan local colors mirror the context of the people and the place, from the characters to the settings and to the textiles which truly capture the real Ayangan tribe. The workbook contains one legend, three folktales, one historical narration, and 15 short stories which were painstakingly written by the Senior High and Grade 10 learners of school years 2021-2022 and 2022-2023, edited and revised by the researcher herself with strict reference and consultation with the Ayangan tribe council of elders and the IKSP teacher-coordinator. After reading and understanding the selections, the participants answered ten questions/items by shading the letter of the correct answer.

The workbook passed through quality assurance and content validation from the 3 English teachers of the Ayangan National Agricultural and Vocational High School and the Council of Elders of the Ayangan Tribe of Lagawe and the IKSP teacher-coordinator.

3.3. Implementation of the CHILAG Workbook

This CHILAG Workbook as an intervention material for noting details was administered during the 4th quarter of school year 2022-2023, from May 9 to June 29 with 8 weeks within. The was administered to all 17 grade 7 students enrolled in SY 2022-2023 in the form of worksheets which were included as part of the fourth quarter performance and written tasks. Every worksheet was administered weekly during Tuesdays and Thursdays after the last subject in the afternoon. The participants of the study needed to read the given text with time duration of at least 3 minutes. After which, they were to answer at least 10 questions within 3 minutes.

Parents were oriented about this research study and became aware of learners' whereabouts on said schedules. The reading text and activity were carefully examined and were checked if questions were aligned with the Most Essential Learning

Competencies (MELC) of the English Grade 7 subject for the fourth quarter.

3.4. Participants and/or other Sources of Data and Information

The participants of this study were the 17 learners of the lone section Grade 7 of the Ayangan National Agricultural and Vocational High School, SY 2022-2023. They were the beneficiaries of the Reading Brigade for the entire school year. These learners had consistent low scores in reading comprehension quizzes evident in the records of teachers and have underlying problems in noting details. The what, when, where, and the explicit why and how of texts are not properly processed by these learners during reading and study sessions resulting to low scores not only in English but to other learning areas.

3.5. Data Gathering Methods

The Phil-IRI pre-test was used to measure the level of comprehension of learners.

The pre-test contains 30 items with 6 selections taken from the Phil-IRI. The items catered mostly on noting details, few items deal with inferential to which support the skill in noting details. The first selection has seven items, the second has six, the third has seven, the fourth has four, the fifth has five and the last selection has only one item, totaling 30 items.

The post-test had also 30 items with 6 selections. The first three selections have 6 items each, the fourth has three, the fifth has five and the last selection has four, totaling 30 items.

3.6. Data Analysis

Mean Percentage Score (MPS) was used to describe the level of reading comprehension on the skill of noting details of learners using the Phil-IRI scale for Reading Comprehension (Table 1). The paired samples t-test was used to determine the significant difference between the pretest and posttest level of reading comprehension skill of noting details.

Table 1. MPS Scale of Level of Reading Comprehension (DepEd Phil-IRI)

Mean Percentage Score	Interpretation	Description
58% and below	Frustration	The learner tends to withdraw himself/herself to read by refusing it.
59 – 79%	Instructional	The learner can only read when being guided.
80% and above	Instructional	The learner can only read when being guided.

3.7. Ethical Issues

Since all participants were of minor age (11-17y/o), an informed consent was requested from their parents/guardians. Prior to the request, the researcher conducted an orientation among Grade 7 learners regarding this endeavor. An assent was also requested from the Grade 7 learners. All results reflected from the answer sheets in the workbook were taken with full confidentiality. Consequently, names of participants were not included in the table or tally presentations instead, their names were substituted by numbers or codes to protect privacy of the learners. Moreover, the 17 participants were given nutritious snacks before taking the activity during the set schedules.

4. RESULTS AND DISCUSSION

4.1. Level of Reading Comprehension Performance of Grade 7 Learners

Table 1 shows the results of the pre-test and post-test of the 17 participants in the 30-item test conducted by the researcher before and after the utilization of CHILAG Workbook as intervention material to improve reading comprehension skill of noting details of Grade 7 students SY 2022-2023. It reveals that the reading comprehension of learners in pre-test is Frustration level with an MPS of 42.94%. The Frustration level describes that the learner tends to withdraw himself/herself to read by refusing it. It was a general observation that these learners were



really hard up in giving facts of the What, When, Where and explicit statements on the Why and How after reading a text as part of class activity. They did not develop habit of reading evident on their hesitance to read especially important details that matter the most. If asked about important details, they gave answers totally different from what they read few minutes ago. This hindered the discussion and processing of ideas since exact details were not accurate. During comprehension quizzes, most learners answer inaccurately the important details that were explicitly presented in the text. They were hard up in retaining and focusing on salient details. It has been observed also that generally, the learners tend to be drawn in their gadgets like mobile phones and tablets to which they engage more on social media and online and offline game applications.

Bonganciso (2016) in his study on the effects of contextualization on the reading comprehension performance of Filipino Learners explains that “improving students’ reading comprehension performance is a crucial task which most of the teachers and learners find difficult in dealing with”. Moreover, Bonganciso (2016) further explains that students in this present time don’t spend much time in reading since gadgets occupy their spare time. He also mentions that “books and print materials are sometimes set aside due to the influx of reading articles on the internet. In addition, learners today, seldom read articles which are not relevant to their needs and interest. This situation posed a problem to the reading teacher. Teacher will face difficulty during reading lessons if he does not know how to arouse the interest of the students”. Al Amin (2017) also states that “reading is not an easy skill, especially in English. Many students get some difficulties when they read English texts”.

Martin’s (2001) study as cited by Fernandez (2018) states that students are struggling with poor reading comprehension as it ranked first as the main problem. Fernandez (2018) also mentions Asa’s (2014) study which states that difficulties in reading can be caused by lack of reading culture and lack of consistent exposure to reading text during early stage of development. Moreover, with Signey’s (2006) study as mentioned by Fernandez (2018) explains that most poor performers in class are those students who have reading disabilities and difficulties.

On the other hand, the reading comprehension level of learners in the posttest is Instructional level with an MPS of 60.98%. The Instructional level describes that the learner can only read when being guided. This shows an increase of scores from pre-test to posttest before and after the use of CHILAG Workbook. The use of the contextualized reading material intervention such as the CHILAG Workbook exposed learners into reading and this encouraged and boosted their interest to focus on reading the target details since reading texts are within their context or prior knowledge and experiences to which they can relate, thus, they could easily understand the content of what they are reading. This means that when learners are guided to read important details such as facts and figures, they gain interest and retention, thus, they can easily cope up in higher order of reading skills.

Table 1 undeniably reflects an increase in the MPS as shown in the posttest of the participants after using the CHILAG Workbook. This implies that the Contextualized Highland and Indigenous Literature for Ayangan Grade 7 Workbook

is an effective reading material in improving the reading comprehension skill of noting details. The result of this study is supported by the study conducted by Penaloga *et al.* (2023) on the effectiveness of contextualized learning materials in improving the reading skills and comprehension level of the students which revealed that the pre-test is above average and the posttest reveals an outstanding result.

Similarly, the study of Bonganciso (2016) revealed that the reading comprehension level of the students in the pretest is average and was increased in the posttest as above average using contextualized teaching and learning through reading lessons and activities. This confirms that the use of contextualized learning material is effective to the learners.

This claim is also supported by the theory of Lev Vygotsky on Social Constructivism (1968), as mentioned by Bonganciso (2016) which explains that the social milieu is responsible in the first conception of one’s knowledge. This means that the context and experiences of learners influence how they think and act, thus, these should be activated and utilized for a better understanding of a new lesson. As the individual gains experiences in his/her context/society and reflects from those experiences, the individual establishes his/her own thinking and accommodate new knowledge or concepts to be assimilated in the pre-existing ones (University of Buffalo Office of Curriculum, Assessment and Transformation, 2023).

It is interesting to note that there were 8 participants who accelerated from Frustration level to Instructional level. There were also 2 who accelerated from Frustration level to Independent level and 1 maintained her score and remained in the instructional level. There were at least 6 whose scores increased but still belong in the Frustration Level. These learners were observed to have been exposed to culture and tradition at home and have familiarity with the context of the content reading. Moreover, generally, the prior knowledge of these learners was obviously activated evident in their reactions on the names of characters, locations or places and local colors of the text they were reading. This increased the interest and motivation of the learners as they were being guided and directed to keep reading the text up to its last word. The reading comprehension check became easier as the learners were all drawn up to the cultural context of the whole reading material.

Berns and Erickson’s (2005) as cited by Acedillo and Saro (2023) claim that the “contextualized learning approach to teaching provides ways for improving career-related and educational proficiencies at a greater level. Students who were taught using a contextualization framework performed better. It demonstrates that improving academic achievement would result from arranging the lesson in the context of the students’ interests”.

The lowest score in the pre-test is 6 followed by 9 and fall under Frustration level but both scores improved as they both gained 13 points in the posttest. There is an increase in scores but still both belong in the Frustration level. Based on empirical findings, these participants have no habit and culture of reading at home and during vacant periods. Apparently, these learners were not exposed to books and other reading materials and learning is not reinforced by parents/guardians at home. However,



their raw scores increased technically as it has something to do with their prior knowledge and culture upbringing as Ayangan learners. Almuslimi (2020) describes prior knowledge as “extremely essential when it comes to comprehending any reading material for without prior knowledge, comprehension is hindered despite the fact that the words might be easy to understand and the language structures used in the text are simple as well”. Culture in relation to reading text states that it reflects the cultural aspects of the native speakers’ communities such as social and cultural events, occasions, conventions, etc. (Almuslimi, 2020).

This is supported by Berns and Erickson (2005) as cited by Bonganciso (2016) which states that Contextual Learning Theory assumes that the learners’ own frame of reference has an impact to the comprehension of learners when faced with new concepts or idea. Bonganciso (2016) mentions the link between the context and content of what learners are reading since the experiences and background of the learners outside the school play a significant role, thus teachers may take this chance to know and gauge appropriate materials to use in improving reading comprehension of learners.

Table 2. MPS of Pretest and Posttest

Learner	Pre-test			Post-test		
	Score	MPS	Description	Score	MPS	Description
1	13	43.33	Frustration	16	53.33	Frustration
2	10	33.33	Frustration	15	50	Frustration
3	13	43.33	Frustration	15	50	Frustration
4	9	30	Frustration	13	43.33	Frustration
5	15	50	Frustration	18	60	Instructional
6	10	33.33	Frustration	15	50	Frustration
7	16	53.33	Frustration	25	83.33	Independent
8	18	60	Instructional	18	60	Instructional
9	14	46.67	Frustration	19	63.33	Instructional
10	12	40	Frustration	21	70	Instructional
11	6	20	Frustration	13	43.33	Frustration
12	12	40	Frustration	19	63.33	Instructional
13	15	50	Frustration	19	63.33	Instructional
14	15	50	Frustration	20	66.67	Instructional
15	14	46.67	Frustration	19	63.33	Instructional
16	11	36.67	Frustration	20	66.67	Instructional
17	16	53.33	Frustration	26	86.67	Independent
MPS		42.94	Frustration		60.98	Instructional

Legend: Frustration- 58% and Below; Instructional- 59-79%; Independent- 80% and Above

4.2. Significant Difference in the Reading Comprehension Performance Level of the Learners between the Pretest and Posttest

Table 2 reveals the result of the test of difference using paired samples t-test. It is shown in the table that there was a significant difference in the mean scores in the pre-test and posttest with a t-value of -4.07 and p-value of 0.001. The pretest mean is 12.88 while the posttest mean is 18.29 having a mean score difference of 5.41. Similarly, the study of Sambayon (2023) revealed a mean score difference of 4.73 in the learners’ pretest and posttest reading comprehension performance after using contextualized teaching and learning. This implies that the use of contextualized learning resources when teaching English helps learners score better on reading comprehension tests.

This study is also similar to the study of Zimmerer *et al.* (2018) on students taking the traditional textbook curriculum versus the students taking the contextualized curriculum. The study revealed an increase in the mean score of 0.40 points from the pretest ($M = 4.57$, $SD = 1.06$) to the posttest ($M = 4.97$, $SD = 1.11$). Specifically, students in the contextualized curriculum had greater gains in Information Literacy skills that were statistically significant compared to those in the traditional textbook curriculum.

The findings of this study suggest that the intervention material, “Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG)” Workbook is effective in improving the reading comprehension skill of noting details among Grade 7 students.



Estremera and Estremera (2018) as mentioned by Acedillo and Saro (2023) describe that “development in the process of pretest and posttest was different from exposure to localized and contextualized learning resources in reading”. Moreover, Lartec (2014) as mentioned by Acedillo and Saro (2023) states: “The poor reading comprehension level between the groups of pretest and posttest with the same participants could be attributed to being unexposed or not having an intervention in the classroom setting”.

The finding of this study is supported by the study conducted by Policarpio (2018) using experimental method pre-test and posttest shows the performance of the experimental group using localized instructional materials significantly better than the performance of the control group using traditional instructional materials. The results show that contextualization has a positive effect to the reading comprehension performance of the learners.

This claim is supported by the Schema Theory by Frederic Bartlett (1932) which explains that the past experiences or

background knowledge influences learning of the new idea or concept. The word, “schema” was later used and popularized by Rumelhart (1980), Carrell (1981), and Hudson (1982) which state that prior knowledge is utilized to understand new ideas learned through texts.

Moreover, the study conducted by Panlaqui and Tayag (2022) affirms the findings of this study where it presents the use of Contextualized Instructional Materials (CIM) in teaching Philippine Literature having a significant effect on students’ motivation and academic achievement, especially at the application level. This confirms that the use of contextualized materials in teaching has a significant effect in the improvement of learners’ academic achievement.

Bongansico (2016) in his study on the effects of contextualization on the reading comprehension performances of Filipino learners revealed significant differences on the learners’ pre-test and posttest reading comprehension performance, $t(32) = 7.958$, $p = .000$. This suggests that the use of contextualized materials has a positive effect on the reading comprehension of learners.

Table 3. Difference in the Pretest and Posttest of the Learners

Variables Compared	Mean	t-value	t-critical	p-value	Decision
Pre-test	12.88	-4.07	1.39	0.001	Reject the Null Hypothesis
Posttest	18.29				

.05 Level of Significance

5. CONCLUSIONS

Based on the findings presented, the following are concluded:

1. The reading comprehension skill in noting details of the Grade 7 learners was improved using the CHILAG Workbook. This contextualized workbook boosts the skill in noting details for reading comprehension giving support to contextualized education. The teacher is encouraged to use the “Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG)” Workbook.

2. The CHILAG Workbook is effective in improving the reading comprehension skill of noting details for Grade 7 learners. This proves that the context of the learners greatly influence the process of learning and learning outcomes. The “Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG)” Workbook could be used not only in the English subject but also to other subject areas where it is most suited.

3. Proven to be effective, The “Contextualized Highland and Indigenous Literature for Ayangan Grade 7 (CHILAG)” Workbook could be used not only by the Grade 7 learners but also to other grade levels where it is most needed. It can also be used for the Remedial Reading Program of the school to curb poor reading comprehension particularly on noting details.

RECOMMENDATIONS

The following recommendations are hereby established based on the conclusions of the study:

1. The Ayangan National Agricultural and Vocational High School may recommend the CHILAG Workbook to be used as a contextualized reading material for other Ayangan tribe

secondary schools;

2. The Schools Division Office of Ifugao through the Learning Resources Management and Development System (LRMDS) may recommend the CHILAG Workbook for contextualized and indigenized reading materials in the division or take whatever appropriate action that may serve best the teacher and the learners;

3. The Department of Education- Cordillera Regional Office through the Policy, Planning, and Research Division (PPRD) may recommend the utilization of the CHILAG Workbook for utilization of other schools division in the Cordillera region.

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