

**A COMPARATIVE STUDY ON THE EFFECTIVENESS OF PRINT AND NON-PRINT
READING MATERIALS IN IMPROVING READING COMPREHENSION**

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ABSTRACT

This study determined and compared the effectiveness of print and non-print reading materials in improving reading comprehension. The participants were 64 pupils from two randomly chosen heterogeneous sections of the Grade 3 morning sessions of Assumption Iloilo. The quasi-experimental pre-test post-test design was used. The experimental group was exposed to electronic learning delivery mode using web-based portal while the control group was assigned to paper-based reading activities using face-to-face method of content delivery. Reading comprehension test, subjected to content validation and reliability test using Kuder-Richardson formula 20 (KR20), served as research tool and was administered to 64 pupils (32 pupils from experimental group and another set of 32 pupils from control group). Data gathered were coded, encoded and analysed using the Statistical Package for Social Sciences (SPSS) version 20. Frequency distribution, mean, percentage and t-test at 5% level of significance served as statistical tools. Results revealed that pupils in the experimental and control groups were similar in their cognitive learning in reading comprehension before the intervention. After the intervention, the pupils exposed to non-print format had a gradual increase while those in print format have a significant increase in their reading comprehension scores. Web-based reading portal and paper-based mode of delivery can enhance reading comprehension skills. However, the print format group performed better in reading comprehension skills than the non-print group. Thus, reading materials in print format is more effective in enhancing reading comprehension skills of pupils.