

PREPARATION AND VALIDATION OF READING
MATERIALS FOR GRADE THREE

A SPECIAL PROJECT IN LIEU OF A THESIS

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by

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AN ABSTRACT OF A THESIS

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This study attempted to produce six supplementary reading materials for Grade III focusing on the three comprehension skills namely: noting details, getting the main idea, and identifying the key sentence in a paragraph.

Specifically, answers to the following questions were sought:

1. Do the selections reflect the interests of grade three pupils?
2. Do the grade three pupils find the selections readable?
3. Are the test exercises valid and reliable?

To determine what types of stories are interesting to grade three pupils, the kinds of activities they like to do, and how they like the stories to be told, a Reading Interest Inventory was administered to seventy-nine randomly chosen respondents from a central school and three barrio schools in Pan-ay District, Division of Capiz. Results revealed that the grade three pupils like to read stories about ghosts, animals, fairies, legends, fables, science (nature), life of

boys and girls, bible, family life, and hobbies in that order. The activities grade three pupils liked to do were watching television or listening to radio tapes, playing other kinds of games, attending programs and party, scouting, playing with pets, gardening and home making, playing athletic games, making one's own toys, singing and playing musical instruments, and visiting friends and relatives in that order. The pupils preferred stories to be told in story form with conversation.

The researcher also consulted the Elementary Learning Continuum for the language skills and other objectives to be developed. The Dolch's Basic Sight Vocabulary and the Graded Notre Dame Word List were referred to, to make sure that the vocabulary used is within the comprehension level of grade three pupils. Values and language structures appropriate for the grade were integrated in each selection.

To determine the grade level of the selections, they were subjected to Fry Readability Formula and all were found appropriate for grade three pupils.

Regarding the appropriateness of the materials, expert and peer validation were sought. The researcher requested the grade three teachers in the District of Pan-ay, MECS-RO reading grantees, and the reading experts to appraise and examine the six selections. Revisions were made after connections and suggestions were given.

To make sure that the selections were within the reading level of the target pupils, the modified cloze test was administered to the same subjects in the same schools. Results showed that 53 per cent read the selections at the instructional level, 21 per cent of the pupils read the selection at the independent level, and 28 per cent at the frustration level.

The try-out of the selections with the test exercises was administered to a different set of pupils in the central school and the three randomly selected barrio schools. The researcher subjected the test items to item analysis. Results showed that the test items were acceptable except one marginal item which was subjected to the point biserial coefficient of correlation and was found acceptable. One item had a discriminating power of nineteen. This is a poor item and needs to be revised.

The reliability of the test exercises was calculated using the Kuder-Richardson Formula 20. Results revealed that the test exercises of the five selections had marked correlations and one selection had a high to very high correlation. The obtained coefficient of reliability showed that the test exercises were reliable.

From the findings, the researcher concludes that:

1. The reading materials are interesting to grade three pupils.

2. The materials are readable for the grade three pupils.

3. The test exercises are valid and reliable.

Therefore the researcher recommends that these six selections be used for reading instruction in grade three and for independent or remedial reading materials for grade four.