COMPREHENSION AMELIORATION USING READING EXERCISES (CARE): AN ANIMATED READING MATERIAL IN ENHANCING READING COMPREHENSION

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ABSTRACT

This study determined the significant effect of utilizing CARE (Comprehension Amelioration using Reading Exercises) in improving the reading comprehension of grade 8 students of Banca-Banca Integrated National High School S.Y. 2022-2023. It specifically sought to determine the acceptability level of the components of the animated reading materials with regards to activities, text, sounds, and animation; the acceptability level of the contents of the animated reading materials with regards to noting details, sequencing events, getting the main idea and predicting outcomes; the level of students' reading comprehension in using the animated reading materials in terms of pre-test and post-test and the significant difference in the reading comprehension of the students after utilizing the animated reading materials as supplementary materials in the pre-test and posttest. The mean and standard deviation were used to measure the acceptability level of the components and contents of the animated reading material. Mean and Standard deviation together with percentage and frequency were used to determine the level of students' reading comprehension in using the animated reading materials in terms of pre-test and post- test. Furthermore, T-test was used as the statistical treatment to determine the significant difference in the reading comprehension of the students after utilizing the animated reading materials as supplementary materials in the pre-test and posttest. Findings revealed the following: (1) The acceptability level of the components of the animated reading materials with regards to activities, text, sounds, and animation was very evident as evaluated by the respondents of the study. (2) The acceptability level of the contents of the animated reading materials with regards to noting details, sequencing events, getting the main idea and predicting outcomes was very evident as evaluated by the respondents of the study. (3) The the level of students' reading comprehension in using the animated reading materials in terms of pre-test and post-test of the respondents resulted from Fair to Very Satisfactory after they used the animated reading material. (4) The test of the significant difference in the pre-test and posttest of the students resulted that there is a significant difference in the reading comprehension of the students after utilizing the animated reading materials as supplementary materials.

Keywords: animated reading material, components, contents, reading skills, reading comprehension, noting details, sequencing events, getting the main idea, predicting outcomes

INTRODUCTION

The development of reading abilities is essential for academic achievement and growth. It serves as an entry point for the enhancement of academic abilities among all disciplines. It is essential to possess good reading comprehension abilities. It enhances the pleasure and efficacy of reading and without adequate comprehension abilities, students cannot comprehend what they read. The purpose of reading is not to produce sounds in the brain or out loud, but rather to comprehend lessons, stories, and ideas that are significant and are beneficial not only academically but also professionally and personally.

Poor reading comprehension of the students, who genuinely need assistance in increasing their reading comprehension skills through guided reading, is one of the most challenging issues a teacher has

when providing educational services (Velasco, 2017). Based on the results of the Informal Reading Inventory administered last September 2022, the researcher found out that the students obtained four least mastered competencies in reading namely; noting details, sequencing events, getting the main idea and predicting outcomes. These results revealed that while pupils can read, they do not yet possess the proficiency in reading abilities necessary for a thorough grasp of what they are reading. They simply read a selection understanding, which the researcher found to be problematic and difficult from the standpoint of learning. To improve reading comprehension skill, the researcher believed that the utilization of animated reading material can boost students' reading comprehension. These locally crafted reading materials can be a great help to achieve success in the teaching – learning process. As an English teacher, the researcher observes animated reading activities as excellent technique to augment the transition from remote learning to progressive face-to-face classes. Educators can enhance student learning and boost accomplishment using animated reading activities as a supplement for improving reading abilities.

This study sought answers to the following questions:

1. What is the acceptability level of the components of the animated reading material in terms of:
    - 1.1. Activities
    - 1.2. Text
    - 1.3. Sounds
    - 1.4. Animation
2. What is the acceptability level of the contents of the animated reading material in terms of:
    - 2.1. Noting Details
    - 2.2. Sequencing Events
    - 2.3. Getting the Main Idea
    - 2.4. Predicting Outcomes
3. What is the level of students' reading comprehension in using the animated reading materials in terms of:
    - 3.1. Pre-test
    - 3.2. Posttest
4. Is there a significant difference in the reading comprehension of the students after utilizing the animated reading materials as supplementary materials in the pre-test and posttest?

REVIEW OF RELATED LITERATURE

Activities can go along with reading material, such as responding to comprehension questions, summarizing the text, making visual aids, debating the text with peers, etc. encourage readers to actively engage with the text, which can help them concentrate, gain background knowledge, and relate newly learned material to what they already know (Nation, 2019).

Text should be a characteristic of a supplemental video Shawn (2017). While text should never be a video's major attraction, it should blend in with the video naturally to improve it. It should ideally be utilized as a context-giving tool. This can aid in producing clarity, structure, and a clear understanding of what is happening. It can keep viewers informed, almost if there's subliminal message right there, facilitating smooth movie progression and highlighting the key points of the users.

Educational videos can be made more engaging using sounds to draw in and hold the audience's attention Clark & Mayer (2011). Sounds can improve learners' emotional engagement and arousal, resulting in a higher comprehension and retention of the material.

The best aspect of animated learning films for lecturers and supplement designers is visualization (Shawn, 2017). Educational animations are necessary because there is need for more than a straightforward explanation to assist students to understand some matters. They illustrate the intricate information, then use animation to describe a process.

Taking notes while listening may have some advantages because it allows listeners to offload information from the passage into their notes rather than having to mentally retain it all Clark, et al. (2014). Note taking also enables the listener to capture the passage's brief details.

The ability to recognize and remember the chronological order of events in narratives is referred to as sequencing event. Comprehension may benefit by having a strong sense of how things fit together Gouldthorp et al. (2018). Students are also better at accurately sequencing in the forward condition than the backward condition, proving that chronological presentation of events in text facilitates sequencing.

Diab and Elhoweris (2017) looked at how teaching predicting as a reading strategy affected comprehension abilities. They discovered that training students to predict as a reading method can be a successful strategy for improving students' comprehension levels.

The development of learners' reading comprehension is one of the most essential goals of education. Apparent objective of the curriculum's emphasis on students' knowledge construction, higher-order thinking, and information processing skills (Tavera & Casinillo, 2020).

Purnomo (2015) said that animated video is an efficient medium for enhancing pupils' reading comprehension. Furthermore, Khalidiyah (2015) asserts that the use of animation video as a medium for teaching reading is more successful than conventional methods for enhancing students' reading skills. Moreover, according to Nurizmawati (2014), the usage of animation video as a medium for teaching narrative text increased students' reading comprehension from cycle to cycle.

METHODOLOGY

This study utilized the quasi-experimental design to determine the efficacy of CARE (Comprehension Assessment using Reading Exercises) as an animated reading material in improving the reading comprehension of grade 8 students. The researcher specifically used the one-group pretest-posttest design. This design is a type of quasi-experiment in which the outcome of interest is measured two times: once before and once after exposing a non-random group of participants to a certain intervention or treatment. The respondents of the study were the ninety-six Grade 8 students from Banca-Banca Integrated National High School and twenty teachers, highly proficient and proficient teachers, from the sub-office of Victoria. The respondents were chosen using the purposive technique. The sampling units were selected subjectively by the researcher, who attempts to obtain a sample that appears to be representative of the population.

The primary research instrument for this research was the validated animated reading materials designed to improve the reading comprehension of Grade 8 learners. It is a reading video tutorial created by the researcher that focuses on improving students' reading comprehension with exercises after each session. Activities, texts, sounds, and animation are the characteristics that was validated for the animated reading materials. The content of the material focuses on the four least mastered reading skills which are noting details, sequencing events, getting the main idea, and predicting outcomes. As another research instrument, the researcher developed a pretest consisting of a 40-item multiple-choice test that was used to determine students' baseline knowledge and capacity of a particular reading skill and a posttest consisting of a 40-item multiple-choice test that measured the learners' mastery of the reading skill.

RESULT AND DISCUSSION

Table 1. Acceptability Level of the Components of the Animated Reading Material in terms of Activities

STATEMENT	MEAN	SD	REMARKS
1. All the questions are relevant to the subject and canhelp students develop their reading and critical thinking abilities.	3.55	0.51	**Exceeds Expectation**
2. The instructions are easy to read and follow.	3.70	0.47	**Exceeds Expectation**
3. The learning activities are suitable for the abilities being evaluated.	3.65	0.49	**Exceeds Expectation**
4. Activities are engaging, exciting, and can help students improve their reading ability.	3.75	0.44	**Exceeds Expectation**
5. Level of difficulty is appropriate for the intended target user.	3.70	0.47	**Exceeds Expectation**

Table 1 reveals that the acceptability level of the components of the animated reading material in terms of activities exceeded the expectation of the teachers. The results revealed that the animated reading material provided engaging and exciting activities that aided the students in improving their learning ability (M=3.75, SD=0.47). The material also provided instructions that were easy to follow (M=3.70, SD=0.47), and the questions included helped the students to further improve not only their reading skills but also their critical thinking skills (M=3.55, SD=0.51). Moreover, the difficulty level of the activities was appropriate to the target users (M=3.70, SD=0.47) and was suitable to the skill that was evaluated (M=3.65, SD=0.49). In terms of activities, the animated reading material exceeded the expectation of the teachers.

The acceptability level of the animated reading material in terms of activities was highly acceptable based on the overall mean score of 3.67 and standard deviation of 0.48. This means that the activities present in the animated reading material have learning activities that are engaging and are appropriate for reading and critical thinking abilities.

Table 2. Acceptability Level of the Components of the Animated Reading Material in terms of Text

STATEMENT	MEAN	SD	REMARKS
1. Texts/caption/subtitles can be seen and read clearly.	3.35	0.49	**Exceeds Expectation**
2. Only a small amount of text is displayed on the screen at once.	3.40	0.50	**Exceeds Expectation**
3. The text displayed in the video is clear and accurate.	3.40	0.50	**Exceeds Expectation**
4. Ensures that the text covers all the important concepts and content of the discussion from the video.	3.70	0.47	**Exceeds Expectation**
5. Text color and font outline compliments with background color or image making it visible.	3.55	0.51	**Exceeds Expectation**

Table 2 illustrates that the acceptability level of the components of the animated reading material in terms of text exceeded the expectation of the teachers. The findings demonstrate that the text of the animated reading material can be seen and be read clearly (M=3.35, SD=0.49) while displaying accurate messages (M=3.40, SD=0.50). The essential contents and concepts that needed to be covered were also discussed (M=3.70, SD=0.47). The color and the font of the text complimented the background color of the video making it easy on the eyes making it less of a distraction (M=3.55, SD=0.51). Furthermore, the text doesn't overwhelm the viewers for it only displayed a small amount of test at once (M=3.40, SD=0.50).

The overall mean of 3.48 and a standard deviation of 0.49 indicates that the acceptability level of the animated reading material in terms of text was highly acceptable with an overall mean. This means that the animated reading material contains texts that are clearly visible and accurate, with color and font outline complementing the background color.

Table 3. Acceptability Level of the Components of the Animated Reading Material in terms of Sounds

STATEMENT	MEAN	SD	REMARKS
1. Sounds set the mood of the viewers and/or learners to clearly focus on watching the video.	3.70	0.47	**Exceeds Expectation**
2. Sounds are clear, audible, and appropriate for the sequence of the topics and/or lesson.	3.60	0.50	**Exceeds Expectation**
3. The sounds compliment the animation.	3.50	0.51	**Exceeds Expectation**
4. Sounds cutting does not confuse or divert the focus of the viewers.	3.60	0.50	**Exceeds Expectation**
5. The audio, music, and sounds that are used are appropriate for the animation exercises.	3.40	0.50	**Exceeds Expectation**

It is reflected in table 3 that the acceptability level of the components of the animated reading material in terms of sounds exceeded the expectation of the teachers. The results indicate that the sounds of the animated reading material set the mood of the students, helping them to concentrate (M=3.70, SD=0.47). The sounds used were also clear and audible and were suited to the order of the topics (M=3.60, SD=0.50). Moreover, the way the sounds were cut did not confuse the students and did not cause them to lose concentration (M=3.60, SD=0.50). Finally, the sounds that were used were appropriate to the exercises that were given (M=3.40, SD=0.50) and complimented the animations that were utilized (M=3.50, SD=0.51).

Overall, the teachers rated the acceptability level of the animated reading material in terms of text as highly acceptable with an overall mean of 3.56 and a standard deviation of 0.50. This means the animated reading material uses sounds in a way that the students will benefit. The sounds set the mood, are audible, and compliment the animation.

Table 4. Acceptability Level of the Components of the Animated Reading Material in terms of Animation

STATEMENT	MEAN	SD	REMARKS
1. Variety of layouts and techniques for the animated videos are employed.	3.75	0.44	**Exceeds Expectation**
2. Editing and animation techniques have been applied well.	3.55	0.51	**Exceeds Expectation**
3. Combination of multimedia used is well presented.	3.55	0.51	**Exceeds Expectation**
4. There is no confusion in the movements of the objects, images, or text.	3.60	0.50	**Exceeds Expectation**
5. Themes, content, and format are all interconnected.	3.40	0.50	**Exceeds Expectation**

Table 4 illustrates that the acceptability level of the components of the animated reading material in terms of animation exceeded the expectations of the teachers. The findings demonstrate that several layouts and approaches are used in the animated reading material (M=3.75, SD=0.44). Techniques in editing and animation were also applied well (M=3.55, SD=0.51). The combination of multimedia was also used well (M=3.55, SD=0.51) that made the connection between themes, content, and format (M=3.40, SD=0.50). Finally, the images and texts of the material moved in such a way that it didn't cause confusion to the students (M=3.60, SD=0.50).

Overall, the acceptability level of the animated reading material in terms of animation is highly acceptable based on the rating given by the teachers which attained a mean score of 3.57 and a standard deviation of 0.49. This means that the theme, content, and format of the animated reading material are well presented and integrated, with no confusion in the movements of objects, images, or text.

Table 5. Acceptability Level of the Contents of the Animated Reading Material in terms of Noting Details

STATEMENT The developed reading material helps the students to. . .	Mean	SD	REMARKS
1. identify the key points in the reading selection.	3.80	0.41	**Very Evident**
2. gather important evidence to answer the questions that follow the reading selection.	3.65	0.49	**Very Evident**
3. read the selection and questions at a pace that is appropriate to them.	3.70	0.47	**Very Evident**
4. remember significant details they are supposed to remember.	3.70	0.47	**Very Evident**
5. distinguish main or big ideas from sub ideas.	3.70	0.47	**Very Evident**

The teachers rated the content in terms of noting details as very evident. The results reveal that the animated reading material allowed the students to identify key points (M=3.80, SD=0.41) and recall important details in the reading selection (M=3.70, SD=0.47). The results also reveal that the material allowed the students to gather essential evidence that helped them to answer the questions that followed (M=3.65, SD=0.49). Moreover, the animated reading material enabled the students to go at their own pace when reading the selection and the questions (M=3.70, SD=0.47) that helped them separate sub ideas from main ideas (M=3.70, SD=0.47).

It can be gleaned from table 5, that the overall mean score of 3.71 and a standard deviation of 0.46 signified that the content in terms of noting details was highly acceptable. This means that the animated reading material can be of great help to the students when it comes to developing their skills in noting details.

Table 6. Acceptability Level of the Contents of the Animated Reading Material in terms of Sequencing Events

STATEMENT The developed reading material helps the students to. . .	**Mean**	**SD**	**REMARKS**
1. identify the parts or components of the reading selection.	3.65	1.20	**Very Evident**
2. integrate the *story's* individual parts into its larger framework.	3.65	1.17	**Very Evident**
3. understand the structure of a text and how it is put together.	3.65	1.06	**Very Evident**
4. organize information and ideas on their own.	3.60	1.22	**Very Evident**
5. recall the temporal order of events in a narrative.	3.65	1.06	**Very Evident**

As reflected in Table 6, the acceptability level of the content of the animated reading material in terms of sequencing events was very evident based on the ratings made by the teachers. The findings show that animated reading material aided the students to distinguish the parts a reading selection (M=3.65, SD=1.20) and organize information and ideas on their own (M=3.60, SD=1.22). Furthermore, the material also helped the students to incorporate the story's parts into the overall structure (M=3.65, SD=1.17) and allowing them to comprehend the organization and structure of the reading selection (M=3.65, SD=1.06). Finally, the students were able to remember the chronological order of events in a story with the help of the material (M=3.65, SD=1.06).

The overall mean of 3.64 and a standard deviation of 1.14 revealed that the acceptability level of the animated reading material in terms of sequencing events was rated as highly evident by the teachers. This indicates that the students' ability to independently organize information and ideas, understand structure, and remember the sequential order of events were aided by the animated reading material.

Table 7. Acceptability Level of the Contents of the Animated Reading Material in terms of Getting theMain Idea

STATEMENT The developed reading material helps the students to. . .	MEAN	SD	REMARKS
1. see the relationship between topics, ideas, and other concepts.	3.70	0.47	**Very Evident**
2. see the difference between relevant and irrelevant details.	3.75	0.44	**Very Evident**
3. identify the ideas that are expressed directly on ideas that are merely implied.	3.50	0.51	**Very Evident**
4. utilize self-questioning that will them grasping the main idea of the selection.	3.75	0.44	**Very Evident**
5. look for repeated words and phrases which are strong indicator of their relative importance.	3.70	0.47	**Very Evident**

Table 7 illustrates the acceptability level of the content of the animated reading material in terms of getting the main idea which the teachers rated as very evident. The findings demonstrate that the animated reading material helped the students to distinguish relevant and irrelevant details (M=3.75, SD=0.44) and aids them to employ self-questioning helping them to grasp the main idea of a selection (M=3.75, SD=0.44). Aside from these, the students were also able to identify the connections between concepts and other ideas (M=3.70, SD=0.47). Furthermore, the students were also able to search for terms and phrases that were frequently used (M=3.70, SD=0.47) which helped them recognize the distinction between essential and irrelevant details (M=3.75, SD=0.44).

Overall, the acceptability level of the animated reading material in terms of getting the main idea attained a mean score of 3.68 and a standard deviation of 0.47 which signifies that it is highly acceptable.

Table 8. Acceptability Level of the Contents of the Animated Reading Material in terms of PredictingOutcomes

STATEMENT The developed reading material helps the students to. . .	MEAN	SD	REMARKS
1. trigger memories of details on the text allowing them to predict the context.	3.80	0.41	**Very Evident**
2. understand the story better by making connections.	3.65	0.49	**Very Evident**
3. use critical thinking and problem-solving skills.	3.50	0.51	**Very Evident**
4. revise the predictions they made that is not confirmed by the reading.	3.75	0.44	**Very Evident**
5. combine the clues provided in the text and what they already know (schema) to make relevant and logical predictions.	3.75	0.44	**Very Evident**

It is reflected in Table 8 that the teachers rated the acceptability level of the content of the animated reading material in terms of predicting outcomes as highly evident. The results show that the animated reading material helped the students to stimulate their recollections of specific textual features (M=3.80, SD=0.41) and to use their prior knowledge (schema) in conjunction with the text's clue to produce predictions that make sense (M=3.75, SD=0.44). Moreover, the student employed their critical thinking and problem-solving techniques (M=3.75, SD=0.44) to update any predictions they made that the reading failed to support (M=3.75, SD=0.44). Finally, the animated reading material helped them to draw connections to better comprehend the reading selection (M=3.65, SD=0.49).

Overall, the acceptability level of the animated reading material in terms of getting the main idea was highly acceptable based on the ratings given by the teachers with mean score of 3.69 and a standard deviation of 0.46.

Table 9. Level of Students' Reading Comprehension in using the Animated Reading Materials in terms of Pre-test

Students' Reading Comprehension in Using the Animated Reading Materials	Pre-Test		
	Frequency (f)	Percentage (%)	Verbal Interpretation
33 -40	0	0	Outstanding
25 - 32	0	0	Very Satisfactory
17 - 24	21	21.88	Satisfactory
9 - 16	75	78.13	Fair
1 - 8	0	0	Needs Improvement
	N=96	100 %	

Mean =15.15 **SD**=1.81 **VI**= Fair

It was found out that most of the respondents belong to bracket 9 -16, which is represented by seventy-five (75) or seventy-eight-point thirteen percent (78.13%) with a verbal interpretation of fair. This is followed by bracket 17-24 which is comprised of twenty-one (21) or twenty-one-point eighty eight percent (21.88%) with a verbal interpretation of satisfactory.

It can be gleaned from table 9 that the level of students' reading comprehension in using the animated reading materials in terms of pre-test was fair (M=15.15, SD=1.81). The results demonstrate that the students only have a fair knowledge when it comes to noting details, sequencing events, getting the main idea, and predicting outcomes. Moreover, the students before using the animated reading material already have a moderate remark on their reading comprehension.

Table 10. Level of Students' Reading Comprehension in Using the Animated Reading Materials in terms of Posttest

Students' Reading Comprehension in Using the Animated Reading Materials	Posttest		
	Frequency(f)	Percentage (%)	Frequency(f)
33 -40	38	39.58	Outstanding
25 - 32	58	60.42	Very Satisfactory
17 - 24	0	0	Satisfactory
9 - 16	0	0	Fair
1 - 8	0	0	Needs Improvement
	N= 96	100 %	Outstanding

Mean =32.13 **SD**=1.76 **VI**=Very Satisfactory

It was found out that most of the respondents belong to bracket 25-32, which is represented by fifty-eight (58) or sixty-point forty-two percent (60.42%) with a verbal interpretation of satisfactory. This is followed by bracket 33-40 which is comprised of thirty-eight (38) or thirty-nine-point fifty eight percent (39.58%) with a verbal interpretation of very satisfactory.

It can be gleaned from table 10 that the level of students' reading comprehension in using the animated reading materials in terms of posttest is very satisfactory (M=32.13, SD=1.76). The findings demonstrate that the students after using the animated reading material have a high remark on their reading comprehension. The students at this stage still commit errors yet they can now read text on their own with ease.

Table 11. Difference in the Reading Comprehension of the Students After Utilizing the AnimatedReading Materials

Students' Reading Comprehension	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	VI
Pre-Test	15.15	1.81	16.98	87.94	1.985	S
Posttest	32.13	1.76				

Results revealed that there was a significant difference on the students' reading comprehension in the pre-test and posttest scores. There was a mean difference of 16.98 on the pre-test and posttest scores of the students. The computed t-value of 87.9 is significant as it exceeded the critical value of 1.985.; Thus, the null hypothesis was rejected.

This indicates that the animated reading material developed for grade 8 students is effective because it demonstrates that there is a notable difference in the ratings provided by the validators and the post test scores of the students have meaningfully increased. The animated reading material demonstrates highly acceptable components in terms of activities, text, sounds, and animation. Additionally, the material is also effective in enhancing the students' reading skills in terms of noting details, sequencing events, getting the main idea, and predicting outcomes.

CONCLUSION

The study shows that the use of CARE affects the reading comprehension of the students. The material was highly acceptable in terms of its components and contents. The null hypothesis stating that there is no significant difference in the reading comprehension of the students before and after utilizing the animated reading materials as supplementary materials was rejected.

RECOMMENDATIONS

1. A workshop or a seminar about the crafting of supplementary material that will mainly focus on the utilization and integration of technology may be proposed by the school training focal person together with the school reading coordinator.
2. It is suggested that the school heads provide technical assistance and support to the initiatives of the language teachers with regards to reading intervention. Moreover, the principals may include these initiatives in the annual implementation plan of the school.
3. It is recommended that the teachers continuously expose their learners to various interactive reading materials and activities and let them nurture their love for reading using different alternative learning materials.
4. It is recommended that the developed animated reading material for grade 8 be utilized in other schools within Victoria Sub-office. The change in setting and respondents may elicit other useful results and findings that can prove the effectiveness of using animated reading material in enhancing student's reading comprehension.
5. Future researchers may use the results of this study in conducting research which will focus on the utilization of animation in developing reading materials and in enhancing the reading comprehension of the learners.

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