

## **ELECTRONIC AUDIO READING AID LECTURE (E-ARAL): INTERVENTION IN DEVELOPING READING COMPREHENSION AND ANALYSIS OF TEXTS**

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### **ABSTRACT**

This study determined the effectiveness of Electronic Audio Reading Aid Lecture (E-ARAL) in the subject Reading and Analysis of Various Texts towards Research. This study addressed the Republic Act 10533 that encourage the development and reproduction of instructional materials. This study used a pre-test-post-test design. The respondents are chosen purposively with a grade of 79 and below and divided it into two groups the control and experimental group. The control group used traditional method and the experimental group used the intervention E-ARAL in teaching the lesson. The mean score of the pre-test and post-test of the two groups are both analyzed to determine its significant differences. In conclusion, the utilization of traditional teaching and the intervention E-ARAL are both effective in teaching the subject, but the intervention E-ARAL is more effective because of the higher mastery level results. Lastly, there was a significant difference between the experimental and control groups.

### **Keywords:**

Electronic; Reading;  
Instruction; materials;  
Effectiveness

### **INTRODUCTION**

Learning to read starts from childhood and improved it when you get older. Reading is an important aspect that will develop one's personality and intellectual capacity. It is also a skill that needs to improve continually. In developing this skill, new tools are needed to meet the complexity of various academics, especially in pursuing higher levels of education. It is important because this will increase the level of cognitive of an individual and increase their language proficiency. Reading ability is the skill that is meaningful and useful in college success to fully accomplish academic tasks in various fields.

In an article written by Paguio (2018) on the importance of students' reading, he said that "Currently, many experts believed that the number of students who are interested in reading books, magazines or newspapers is decreasing. It may be based on their ability to read and write proficiently. In such activities they are able to express personal purpose, ability, learning and understanding." (par.1)

According to Dangilan (2020), as a society that is evolving with modern technologies and in line with the changing times, many people are helped and continue to be helped by them. Technology is often linked to innovative gadgets discovered with the help of scientific processes and principles. He added that at present, this is the new need in the world of information and technology. With the help of these electronic books it is easier to capture the attention of the students for the effective teaching and learning of each individual. Electronic literature has made a significant contribution to the learning process. This invention helps a lot to most because you can instantly download and read an article in the internet. You won't even have to cut down a tree to make paper just to print books. It is said that it is

comfortable because with the help of smartphones, CDs and laptops you can carry all the contents of the library room without worrying about its volume and weight. It can also be resized for a more memorable reading process.

The researcher is aware that some students have low level of skills in reading and analyzing various texts towards research, due to the lack of interest in reading the texts in the book and some are not yet proficient in reading ability. As such, the researcher will develop an intervention that will increase student interest in reading as well as help students with reading difficulties. This will be called E-ARAL or Electronic Audio Reading Aid Lecture which contains texts and pictures that can be read through computers or televisions, tablets and smartphones. This will also address the Republic Act 10533 which encourage the development and reproduction of instructional materials. The researcher believes that through this intervention, it will help the student to develop their reading skills. This will also be useful in teaching their second language and to their other learning task.

### **METHOD**

This study was conducted at Isabela School of Arts the Trades specifically in Senior High School. This study used 17 students from Grade 11 who got a low grade of 79 and below in their third quarter. They were divided into two groups, the experimental and the control group. The experimental group used the intervention E-ARAL, while the control group used the traditional method of teaching. In this study, the researcher took the frequency score of the pre-test and post-test of the two groups and analyzed it by taking the mean score and standard deviation of them. The researcher used Sample t-test to measure whether there was a significant difference between the pre-test and post-test performed of the two groups, after using the intervention. Finally, Eta-squared was used to measure the effect size of the intervention to the experimental group to determine the level of proficiency in reading and analyzing the texts of the Grade 11 students.

### **RESULTS AND DISCUSSION**

In this section, the data gathered by the researcher from students in the 11th grade of the Isabela School of Arts and Trades-Senior High School with low level of Reading comprehension and Text Analysis was analyzed on the effectiveness of using E-ARAL (Electronic Audio Reading Aid Lectures) as a basic strategy in raising the level of proficiency in reading and text analysis.

**Table 1.** Mean Score of the Pre-Test

<b>Group</b>	<b>Number of Respondents</b>	<b>Mean Score</b>
Control Group	8	5.375
Experimental Group	9	7

The mean scores of the control group are 5.375 while in the experimental group were is 7. The table shows that the level of text analysis proficiency of the two groups did not differ. This means that change in the teaching and learning process is needed to cultivate and develop the skill level of students.

Based on the statement of San Luis (2004), the typical teacher in the present era is open to major changes brought about by training and retraining. Rivera (2019) added that teachers are encouraged to create instructional materials to make the lesson more meaningful and develop students' skills.

**Table 2.** Mean Score of the Post-Test

Group	Number of Respondents	Mean Score
Control Group	8	7.25
Experimental Group	9	14.44

This table shows that the mean score of the control group in the post-test was 7.25, while the mean score of the experimental group in the post-test was 14.44. This table shows the difference of the mean score of the two groups in the post-test. It only means that the two groups of respondents increased in performance after using the traditional teaching method for the control group and the intervention E-ARAL in the experimental group.

**Table 3.** Significant Analysis of the Variance of the Post-Test

Post-Test	Equal variances assumed	Equal variances not assumed
<b>F</b>	0.632	
<b>Sig.</b>	0.439	
<b>t</b>	-7.073	-7.117
<b>df</b>	15	14.988
<b>Sig.(2-tailed)</b>	0	0
<b>Mean Difference</b>	-7.1944	-7.1944
<b>Std. Difference</b>	1.01711	1.01091
<b>Interval of the Lower</b>	-9.3624	-9.3493
<b>Interval of the Upper</b>	-5.0265	-5.0396
<b>Decision</b>	Reject Ho	
<b>Interpretation</b>	Significant	

The table presents the significant difference on the post test scores of the experimental group and control group. The p-value of 0.000 indicates that there is a significant difference in the scores of the two groups hence, the null hypothesis is rejected at 5% level of significance. This further shows that the mean score of the experimental group is higher than that of the control group.

According to Abad and Ruedas (2001), instructional tools such as SIM, instructional media provide a concrete foundation for learning.

**Table 4:** Analysis of the Level of Significant Impact of the Intervention on Post-test Conducted by Respondents

Groups	Performance Mean Scores	Difference Between Means	Eta Squared	Description Effect
Control Group	7.25	7.1944	3.448	Large
Experimental Group	14.4444			

Based on the post-test conducted by the respondents in this research, after using the intervention, this table shows that there is 7.1944 mean differences. To assess the effectiveness of E-ARAL, eta squared was used. The table shows that it has 3.448 and appears to have a significant impact on the performance of students in analyzing different types of text. Based on the results, it can be said that the created E-ARAL is a great help and effective teaching tool in developing the level of reading and analysis skills of students. According to Badaguas (2019), students' experience and interest in the teaching equipment must be considered.

### **CONCLUSION**

Based on the study conducted, the following conclusion was formed. First, the mean score of the two groups in the preliminary test shows that the control and experimental group both have low levels of proficiency. Second, There is a significant difference between the pre-test and post-test of the two groups. Third, the mean score of the post-test result in the experimental group is higher group than the control group after using E-ARAL. Lastly, the created E-ARAL is an effective tool to use as an instructional tool in developing the skills of the student in reading and analyzing text.

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