

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
GRADUATE SCHOOL  
Iloilo City

START-UP FOR READING: CONTEXTUALIZED AND LOCALIZED MATERIAL  
FOR IP LEARNERS

A Thesis Presented to the  
Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts in Education  
(Reading)

by

Joy Faith T. Tacanloy

November 2023

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Master of Arts in Education  
(Reading)

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Tacanloy, Joy Faith T. (2023). "*Start-up for Reading: Contextualized and Localized Material for IP Learners.*" Unpublished Master of Arts in Education (Reading) Thesis, West Visayas State University, Iloilo City, November 2023.

**Abstract**

This design and development research study aimed at developing a reading material based on the least mastered reading skills. The participants of this study were the 20 Grade-I IP learners and the 4 Grade-I teachers who taught in public IP schools in one of the districts in the Division of Iloilo. The data were gathered in-person through in-depth interview with teachers, classroom observation and learners individual reading assessment. The research instrument used during the data gathering were the validated researcher-made instruments: interview protocol, Test of Word Identification (TWI) in Kinaray-a and Kinaray-a Listening Comprehension Test (KLCT). The result of investigation reveal that the top three least mastered reading skills of Grade-I IP learners were decoding, reading comprehension and phonic knowledge. These least mastered reading skills were addressed from basic to complex reading skills from phonic knowledge, to decoding, to reading comprehension. During the development phase the reading material undergone 2-phases of evaluation and validation. To determine the validity of the reading material, the Evaluation Rating Sheet for New Print Resources of the Department of Education were used by panel of experts. The reading material was validated in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information. Standard deviation and

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mean were employed to determine if the developed reading material pass the four factors of the evaluation form. The initial evaluation and validation were participated by four experts: 1 reading expert, 1 instructional material developer specialist, 1 IP district IP coordinator and 1 Kinaray-a language expert. The result revealed that the material failed the evaluation. Whereas, the final evaluation and validation was participated by 5 validators: 1 reading expert, 1 instructional material developer specialist, 1 Kinaray-a language expert, 1 public schools district supervisor, and 1 municipal IP coordinator. The overall result revealed that the reading material entitled, "*START-UP FOR READING: CONTEXTUALIZED AND LOCALIZED MATERIAL FOR IP LEARNERS*" passed all four factors and was rated "passed" and was recommended by the panel of experts for its approval for its utilization in public schools. The researcher recommended that the developed reading material will be used by Grade-I IP learners who were struggling in decoding, phonic knowledge and reading comprehension. Teachers in IP schools were also encouraged to use this material in their reading instruction to facilitate their learners' reading ability.

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