



## ABSTRACT

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RESEARCH TITLE	:	Development and Evaluation of Module in Literature with Graphic Organizers as Reading Enhancers for Grade 7 Students
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AREA	:	Master of Arts in Teaching Major in English

This study attempted to develop and evaluate a module in literature with graphic organizers as reading enhancers for grade 7 students of District 2B of the Division of Antipolo City during the School Year 2015 – 2016.

Specifically, it sought answers to the following questions:

1. What are the selected reading sub-skills as topics that could be developed into module in literature with graphic organizers as reading enhancers for grade 7 students as perceived by the English experts and teachers?

2. How do the expert teachers and teacher respondents evaluate the module in literature with graphic organizers as reading enhancers in terms of the following criteria?

- a. Authenticity
- b. Clarity



- c. Usefulness
- d. Suitability
- e. Relevance

3. Is there a significant difference between the evaluations of the expert teachers and teachers on the developed module in literature?

4. What is the readability level of the texts of the developed module in literature based on the Fry's Graph for Estimating Readability?

5. What comments and/or suggestions are offered by the two groups of respondents to improve the developed module in literature for Grade 7?

This study is limited to the development and evaluation of a module in literature with graphic organizers as reading enhancers for grade 7 students. Only the area of teachers' interest to teach literature and the interest in promoting reading to his/her students are included in the study. The respondents for the perception of the selected topics that could be developed into module in literature with reading enhancers for grade 7 and evaluation of the developed module in literature with graphic organizers as reading enhancers for grade 7 are the ten (10) expert teachers of the English subject and twenty (20) teachers of English specifically those who are teaching English in the grade 7 level in District 2B of the Division of Antipolo City. The data gathering instruments used were a researcher-made checklist of the different reading sub-skills in determining the ten (10) sub-skills which served as topics to be included for the development of the module in literature and an evaluation questionnaire which has five criteria namely; authenticity,



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clarity, usefulness, suitability, and relevance. And for the readability of the literary texts adopted in the module in literature, Fry's Graph for Estimating Readability was used.

To determine the reading sub-skills as topics for the module in literature, frequency and ranking were used; to determine the evaluations of the respondents, weighted mean was utilized; and to determine the difference between the evaluations of the respondents, the student's *t* test (*t* test) was used.

The salient findings of the study are as follows:

1. The English experts and teachers found the following reading sub-skills essential as topics that could be developed as a module in literature: 1) getting the meaning of vocabulary through context clues; 2) skimming, scanning, and surveying, 3) making inferences and drawing conclusions, 4) distinguishing facts from opinions; 5) identifying the main idea and supporting details; 6) synthesizing text through summarizing and paraphrasing; 7) noting important details; 8) organizing text through outlining; 9) making transitions; and 10) detecting propaganda and bias.

2. The evaluations of the two groups of respondents found the developed module in literature with graphic organizers as reading enhancers as authentic, clear, useful, suitable, and relevant. The computed overall weighted mean for the evaluation of the English experts and English teachers are 4.63 and 4.58 which are both interpreted as **Strongly Agree**.



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3. There is no significant difference between the evaluations of the English experts and teachers on the developed module in literature with graphic organizers as reading enhancers in terms of the authenticity, clarity, usefulness, suitability, and relevance.

4. The reading texts are matched to the reading skill level of the target students. The ten (10) literary texts treated to estimate readability using the Fry's Graph Formula have the reading age (grade level) of 7.

5. The comments provided by the respondents are as follows:

a. The developed module in literature is very timely to the youth nowadays because of the different literary texts' issues being tackled like bullying, premarital sex, and the like.

b. The directions in the different tasks in the material are comprehensible and can be understood by the learners.

c. The material is plain and simple thus, its simplicity can easily capture the interest and attention of any age group.

d. The different activities and graphic organizers are appropriate and varied. Repetition of the activities and graphic organizers in each episode is not entertained by the compiler.

e. Creativity and cleverness are evident in the developed material. The material is indeed carefully studied and plotted.



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f. The developed material not only focuses on the text *per se* and on the topics or skills to be taught to the students but also on the values in each episode it underscored and paid attention to.

g. The developed material is good and new to the taste of the teachers. This breaks the monotony as evident in the different titles assigned in the different episodes and the titles of the parts in each episode.

h. The material enhances the creativity and critical thinking of the students through the activities that test the students' comprehension before and after reading the text.

i. This gives the teachers of English the idea of the other ways in promoting reading to the students through the use of graphic organizers as reading enhancers.

The suggestions provided by the respondents are as follows:

a. It could be better if there are colorful elements in the material.

b. The material has less group activities. Include other activities that could enhance the interpersonal skills of the students in order for them to be prepared in the demanding society.

c. Include a pre-assessment test in the material in order for the students to have a glimpse of what are the things to expect and to be learned in the material. At the same time, post assessment test should be offered in order for them to assess their own learning after finishing the module in literature.