

sd
**CONTENT ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S READING
TEXTBOOK FOR GRADE IV**

**A Thesis
Presented to
The Faculty of the Graduate School
Bicol University
Legazpi City**

**THE NATIONAL LIBRARY
FILIPINIANA & ASIA DIVISION
THESES & DISSERTATION**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education**

by

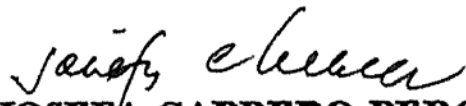
ASTHER M. ~~NICERIO~~

April, 1997

Republic of the Philippines
Bicol University
GRADUATE SCHOOL
Legazpi City

RECOMMENDATION FOR FINAL ORAL EXAMINATION

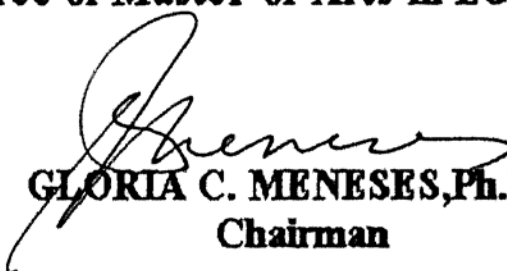
The Thesis hereto attached entitled, "CONTENT ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S READING TEXTBOOK FOR GRADE IV", Prepared and Submitted by MRS. ASTHER M. NICERIO, in partial fulfillment of the requirements for the degree of Master of Arts in Education is hereby submitted to the Thesis Committee for consideration.


JOSEFA CABREDO-BERCES, Ed.D.
Adviser

March, 1997

THESIS COMMITTEE

The Thesis hereto attached entitled, "CONTENT ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S READING TEXTBOOK FOR GRADE IV", prepared and submitted by MRS. ASTHER M. NICERIO, in partial fulfillment of the requirements for the degree of Master of Arts in Education is hereby recommended for Oral Examination.


GLORIA C. MENESES, Ph.D.
Chairman


FEDERICO O. RAGUINDIN, JR., Ed.D.
Member


MRS. RHODITA BUTTRE, MA
Member

Republic of the Philippines
Bicol University
GRADUATE SCHOOL
Legazpi City

THE ORAL EXAMINATION OF MRS. ASTHER M. NICERIO for the degree of
Master of Arts in Education:

Thesis : "CONTENT ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S
READING TEXTBOOK FOR GRADE IV"

Place : Bicol University Graduate School

Date : March 15, 1997

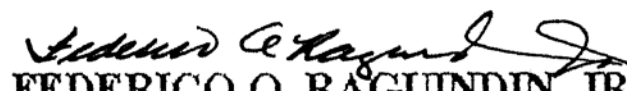
This is to certify that MRS. ASTHER M. NICERIO has passed the Oral
Examination with a final rating of _____.

PANEL OF ORAL EXAMINERS

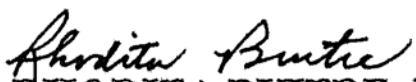
ACTION


GLORIA C. MENESES, Ph. D.
Chairman

Passed


FEDERICO O. RAGUINDIN, JR., Ed. D.
Member

Passed


RHODITA BUITRE, MA.
Member

Passed


BELEN DELLOSA, Ph. D.
Member

Passed

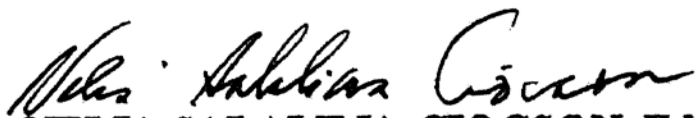
Republic of the Philippines
Bicol University
GRADUATE SCHOOL
Legazpi City

APPROVAL SHEET

Upon recommendation of the Oral Examination Committee, this thesis entitled, "CONTENT ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S READING TEXTBOOK FOR GRADE IV", prepared and submitted by Mrs. Asther M. Nicerio, is hereby approved in partial fulfillment of the requirements for the Degree of Master of Arts in Education.



GRACIANO B. BAÑAGA, JR., Ph. D.
Dean



NELIA SALALIMA-CIOCSON, Ed. D.
Vice-President for Academic Affairs



LYLIA CORPORAL-SENA, Ph. D.
President

ACKNOWLEDGMENT

The researcher wishes to acknowledge with profound gratitude for the guidance, encouragement, cooperation and suggestion extended to her by the following persons in her pursuit of this research study:

Dr. Josefa Cabredo - Berces, Professor, Graduate School and adviser, for her valuable suggestions, support, assistance, unselfish guidance and enduring patience in the preparation and completion of this research work;

Mr. Julito R. Rabe, Schools District Supervisor of Camalig South for the encouragement he gave to his teachers in the District to pursue further studies;

Mr. Themistocles L. Anzano, Principal I of Camalig South Central School for his tolerance and inspiring words which prodded the researcher to finish her study;

The Chairman and members of the panel for their valuable suggestions and comments for the improvement of this research work;

Dr. Federico O. Raguindin Jr., who painstakingly evaluated the statistical measure which gauged the real worth of the textbook;

Lastly, her husband Rudy and son Jayson James who are her inspiration in all her undertakings.

To all others who in one way or another were instruments in the making of this research work, her thanks beyond measure.

A. M. N.

ABSTRACT

Title : "CONTENT ANALYSIS OF EVERYDAY ENGLISH:
PUPIL'S READING TEXTBOOK FOR GRADE IV"

Author : NICERIO, Asther M.

Type of Publication : Unpublished Thesis

Summary

This study was an attempt to analyze the contents of Everyday English , a pupil's reading textbook for Grade IV. The contents that were analyzed are poems, selections, exercises and comprehension questions. A table was constructed showing the data needed to answer the following problems: (1) What is the occurrence of comprehension questions in the Reading textbook on literal understanding, interpretation, critical and integration? (2) What are the strengths and weaknesses of the text in developing the following reading skills? (a) vocabulary (1) Decoding words by structural analysis - 1.1 words with a. affixes b. prefixes c. suffixes (2) Decoding words through context clues 2.1 definition 2.2 appositive (b) comprehension a. Identify the setting and main characters of a selection (text dependent) and 1.2 Identify answers to how and why questions (text dependent). b. interpretation: 1. Getting the main idea - 1.1 Identify the main idea of a paragraph; 1.2 Restate the main idea of a paragraph; 1.3 Identify the general mood of the story; 1.4 Give titles to paragraphs, poems. 2. Follow directions in medicine labels/prescriptions, traffic/road signs, paper and pencil tests, simple experiments 3. Organizing ideas - 3.1 classify ideas under proper headings; and 3.2 sequence events as they happen in the story. 4. Perceiving

cause-effect relationship - 4.1 use words such as because and so that to identify statements that show cause-effect relationship 5. Predict outcomes 6. Make inference - 6.1 Inferring traits and characters in the story c. critical - 1. evaluating ideas and making judgments 1.1 tell whether an event or action is reality or fantasy and d. integration (c) Study Skills 1. Arranging words alphabetically to the second and third letters; 2. use the glossary to get the meaning of words; 3. locate words in the dictionary using guide words; 4. use the dictionary to get the meaning of words. (3) What reading skills need to be strengthened?

This study used the descriptive research specifically content analysis through documentary frequency. Significant findings were presented in tables. The analysis and interpretation of data were done in the narrative form.

The results of this study could be beneficial to the pupils, teachers, administrators, curriculum planners, textbook writers and future researchers in the effective analysis of the textbooks used in the public elementary schools for the development of particular skills.

Findings

The strength of the book lies in the development of the following reading skills: for vocabulary the book develops prefixes, compound words and context clues; for comprehension, the book develops literal, interpretation and critical understanding; for the study skills, the book develops using the glossary, and using the dictionary to get the meaning of words.

The book needs enhancement to strengthen the following reading skills: for vocabulary skills the use of suffixes; for comprehension skill, integration and for study skill arranging words to the second and third letters and locating words in the dictionary using guide words.

Conclusions

Based on the findings of the study, the following conclusions are made:

1. The reading textbook enhances the comprehension skills particularly: literal understanding which includes noting details; interpretation which includes getting the main idea, perceiving cause-effect relationship, making inferences and for critical understanding. It also develops skills in evaluating ideas and making judgments. However, the book is noted to be weak in developing the following comprehension skills: for interpretation, it needs to strengthen the skill in following directions, organizing ideas and predicting outcomes; comprehension questions for the integration level must likewise be provided.

2. In general, the book develops the reading skills which include vocabulary specifically decoding words with prefixes, compound words and context clues. In the comprehension skills, it develops (a) identifying the setting and main characters of a selection and (b) identifying answers to how and why questions (both text dependent); (c) getting the main idea which includes (1) identifying key sentence of a paragraph, (2) restating the main idea of a paragraph, (3) identifying the general mood of the story and (4) giving titles to paragraphs and poems. It also develops using words such as because and so that to

identify statements that show cause-effect relationship; and inferring traits of characters in the story in making inferences. For critical understanding, the book develops telling whether an event or action is reality or fantasy in evaluating ideas and making judgments. For the study skills, the book develops using the glossary and using the dictionary to get the meaning of words.

3. The books is weak in developing the following reading skills. For vocabulary, it needs to strengthen the use of suffixes; for comprehension skills- following directions, classifying ideas and predicting outcomes. For study skills, arranging words to the second and third letter and locating words in the dictionary using guide words.

Recommendations

Based from the significant findings and conclusions, the following recommendations are presented for consideration.

1. There is a need for instructional materials in reading for Grade IV that would develop all the major and specific reading skills.
2. Supplementary workbooks that contain exercises on the different reading skills should be sent to the field for the pupils to thoroughly master all the required reading skills.
3. Revision should be made in the Reading textbook to include comprehension questions and exercises that would strengthen all the reading skills.

4. There is a need to analyze the Language textbook to determine its appropriateness in developing the listening, speaking and writing skills that would supplement the reading ability of the pupils.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
RECOMMENDATION FOR FINAL ORAL EXAMINATION	ii
RESULTS OF THE ORAL EXAMINATION	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER	
I THE PROBLEM	1
Background of the Study	1
Statement of the Problem	5
Scope and Delimitation of the Study	8
Significance of the Study	9
NOTES	12
II REVIEW OF RELATED LITERATURE AND STUDIES	13
Related Literature	13
Related Studies	18
Synthesis of the Art	22

	Analytical Framework	22
	Conceptual Framework	26
	Definition of Terms	28
	N O T E S.....	33
III.	RESEARCH DESIGN	36
	Methods Used	36
	Sources of Data	36
	Steps and Analysis	37
	Statistical Treatment	41
IV.	CONTENTS ANALYSIS OF EVERYDAY ENGLISH: PUPIL'S READING TEXTBOOK FOR GRADE IV	48
	Occurrence of Comprehension Questions in the Reading Textbook	48
	Strengths and Weaknesses in Developing Reading Skills	58
V.	SUMMARY, CONCLUSION AND RECOMMENDATIONS	67
	Summary	67
	Findings	71
	Conclusion	73
	Recommendations	74
	BIBLIOGRAPHY	76
	APPENDICES	
A	Textbook Assignment Targets for Elementary Secondary School Principals	80

B	Minimum Learning Competencies	82
C	Analysis of Vocabulary Skills by Selection	85
D	Analysis of the Level of Comprehension Questions by Selection	91
E	Analysis of Study Skills by Selection	98
F	Provision for the Level of Comprehension Not Developed in the Text	106
G	Getting the Theme of the Poem and the Plot of the Story	115
H	Sample Exercises for the Skills Least Developed in the Text	120
VITAE		138

LIST OF TABLES

		PAGE
TABLE		
I	Reading Vocabulary, Comprehension, and Study Skill by Lesson	42
II	Analysis of Comprehension Skills by Question in Every Selection	49
III	Analysis of Comprehension Skills by Exercises	54
IV	Analysis of the Study Skills by Selection	56
V	Occurrence of Vocabulary Skill in the Forms of Prefix, Suffix, Compound Words and Context Clue in the Textbook	62

LIST OF FIGURES

	PAGE
FIGURE	
1 Conceptual Framework of the Study	27