

# Construction and Validation of Reading Comprehension Comic on Afro-Asian Folk Narratives for Grade 8 Students

Lynly L. Imperial, Praises Joy T. Jaliq and Ava Clare Marie O. Robles

**Abstract**— Despite the technological advancement, reading comprehension is still a common problem in many public schools. As one of the means to address this need, the researchers constructed and validated a reading comprehension comic book on Afro-Asian Folk Narratives for Grade 8 students. This study used Research and Development (R and D) design. The skills included in the comic book were identified using the K-12 Curriculum Guide. The comic book underwent various validations from the two sets of panel of experts. Based on the ratings of the validators, the comic book was very highly appropriate and very highly adequate. It is also considered highly relevant, efficient, and very highly usable. This finding showed that the constructed comic was acceptable to a very great extent. Hence, it can be concluded that this comic book is very substantial, which may help improve students' reading comprehension. With this, the comic book may be submitted to the textbook evaluation committee of the DepEd Division Office of GenSan for endorsement.

**Keywords**— Afro-Asian Folk Narratives, comic book, educational comic, reading comprehension

## I. INTRODUCTION

With the implementation of K-12 Curriculum, construction and validation of instructional materials are considered imperative. As technology advances, teachers are faced with various challenges. Among these difficulties are the changing student demographics, reading disorders and reading comprehension deficits. Despite the technological advancement, poor reading comprehension remains to be a common problem among public schools.

The study [1] revealed that students' failure to comprehend is one of the primary reasons why they performed poorly in class. In addition, students' inability to read comprehensively is a major stumbling block which frustrates them to perform well [2].

Reading comprehension is as important as calculating numbers. In this generation, young readers have little interest in reading plain materials that are too different to digest. Reference [3] posited that commonly, the interest level is high when reading materials like comics contain drawings or illustrations. As schools are faced with greater accountability, development of materials is necessary to respond to the fast-changing needs of the learners.

Lynly L. Imperial, Praises Joy T. Jaliq and Ava Clare Marie O. Robles, are with Mindanao State University, Philippines.

With the preceding ideas, this study developed a comic book material on Afro-Asian folk narratives. It envisions to make reading more fun and exciting for Grade 8 students. Specifically, the study did the following: constructed and validated comics in reading comprehension on Afro-Asian folk narratives. It determined the extent of its validity terms of appropriateness and adequacy. Further, it identified the extent of the acceptability of the comic in relation to relevance, usability, and efficiency. However, the intention does not wish to replace the original text of the story, but it aims to provide students supplementary material for better understanding. This scheme is what this research work and hopes to achieve.

## II. REVIEW OF THE LITERATURE

In the Philippines, K-12 implementation compels teachers to produce innovative materials that are essential to the development of students' comprehension skills. The development of this type of material gives students the opportunity to enhance their reading comprehension skills [4]. Reference [5] disclosed that graphic novels and other materials like comics help readers develop several language and literacy skills. However, the extensive use of images in a material requires readers to develop two kinds of literacy: visual literacy and comics' literacy. Based on the study [6] the author concluded that comic strips affect students' or learners' reading comprehension. Accordingly, comics should be offered to children as reading materials since they have greater impact in developing students' visual literacy compared to an ordinary instructional material.

Reference [7], on the other hand, mentioned that the use of folk narratives as an instructional material may be described as stories with series of episodes and situations for a particular purpose. Folk narratives pertain to any traditional literature that has been passed on by word of mouth, and they include all classic literature; myths, legends, and folktales that tell a story, appeared as in prose or verse. However, it was argued that there are good reasons for treating comics as a form of literature [8].

In addition, comic books are labeled as a second most popular reading choice for boys, which increased their literacy rate, and improve their reading comprehension [9],[10]. Reference [11] also claimed that comic book format is a powerful combination of various skills, artistic creativity and expression making it a useful tool for students to quickly grasp ideas and increase students' learning. For this reason, they are

highly recommended as materials for reluctant learners and those who struggle in reading [12], [13].

### III. METHODOLOGY

This study aimed to construct and validate a reading comprehension comic book on Afro-Asian Folk Narratives. Likewise, it determined the extent of its validity in terms of appropriateness, and adequacy. Likewise, it identified the extent of the acceptability of the comic relative to relevance, and efficiency.

#### A. Research Design

In this study, the researchers used the Research and Development (R and D) design. Figure 1 shows the research flow and procedures. The output of this study is an Afro-Asian folk narrative comic reading comprehension material for Grade 8 students. The input variables were the content skills, which are incorporated in the K-12 Curriculum Guide. The validation was anchored on the following standard or criteria: appropriateness, adequacy, and usability.

#### B. Evaluators

Using Table of Specification (TOS), the informal validators assessed the content of the materials. These validators were the three (3) College Professors from the English Department of Mindanao State University-General Santos City. They were considered experts since all of them were teaching for more than twenty (20) years. After validating the test, they gave comments and suggestions for the improvement of the reading material. The formal evaluators, on the other hand, were the

three (3) English Master Teachers (MTs) of Labangal National High School and Irineo High School, who taught English subject for at least 12 years. The evaluators assessed the content, face validity and extent of acceptability of the material.

#### C. Research Instrument

The researchers identified the reading comprehension skills using the K-12 Curriculum Guide. This learning guide enumerates the competencies in reading comprehension developed among the Grade 8 students. For the content validity, TOS was used. A questionnaire validation tool was utilized to validate the instrument and level of its acceptability. Moreover, Cronbach alpha was calculated to ensure that the instrument used was reliable.

#### D. Research Procedures

The following procedures were followed to come up with the learning kit.

##### 1. Planning and Data Gathering

In facilitating the collection of data, the researchers followed the K-12 Curriculum Guide in identifying the topics and skills that were included in the comic. The TOS was crafted, and item analysis was done, which serve as basis in selecting questions for the Afro-Asian folk narratives comic material.

##### 2. Development of the Comic Book

After reviewing the K-12 Curriculum Guide, the researchers identified the competencies to be included in the comic. The reading comprehensions questions constructed were based on the TOS.

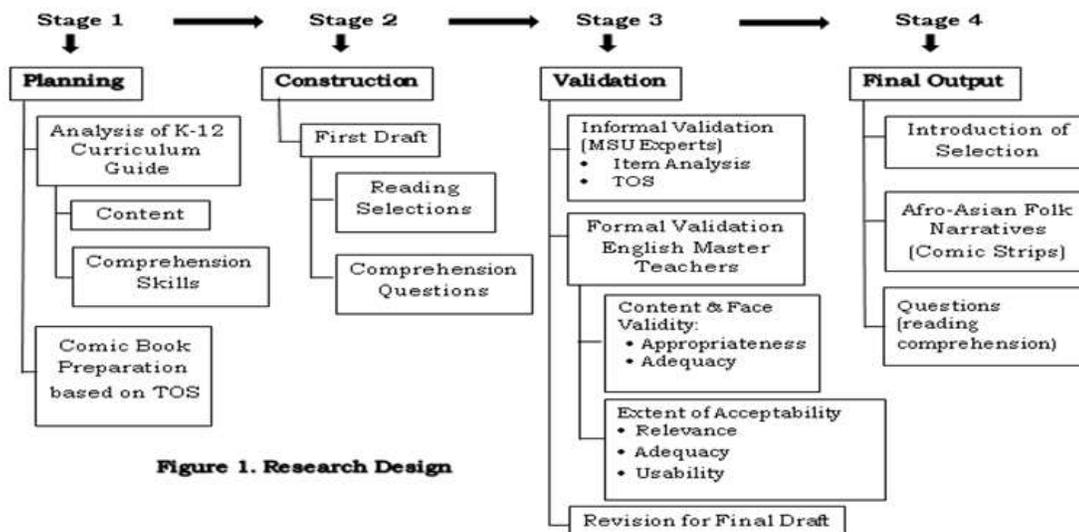


Figure 1. Research Design

##### 3. First Validation

The researchers sought the help of the English experts in validating the questionnaire to be used for the formal validation of the proposed material. The instrument for this was the questionnaire validation tool borrowed from Robles [14]. The experts also gave their comments and suggestions regarding the face validity and acceptability of the questionnaire. After the researchers had finished the comic, the validation of its content and extent of acceptability questionnaire were done.

##### 4. Final Validation

Taking into account the expert's suggestions, the researchers revised the questionnaire. Along with the revised comic, these questionnaires were given to three (3) English MTs. Similarly, the second and final drafts were based on the ratings of the three (3) MTs who evaluated the comic's appropriateness, adequacy, relevance, efficiency, and usability. It also included the suggestions of the panels on how to improve the final form.

E. Statistical Treatment

The researchers used the weighted arithmetic mean and overall mean to analyze and interpret the evaluation results done by the experts. The comic is considered valid if the average rating is at least 3.0. A five-point Likert scale with its corresponding verbal interpretation was utilized: 4.5 – 5.00 for Very High Extent; 3.5 – 4.49 for High Extent; 2.5 – 3.49 for Moderate Extent; 1.5 – 2.49 for Less Extent; and 1.00 – 1.49 for Least Extent.

IV. RESULTS OF THE STUDY

Based on the item analysis the reading comprehension comic obtained ninety (90) items. There were 57 retained items and 33 revised items.

Table 1 shows the validity of the Afro-Asian folk narratives comic for Grade 8 students on the two dimensions: appropriateness and adequacy. Based on the ratings of the expert, the comic material possessed a very high extent of appropriateness as indicated by the composite mean of 4.47. This result implies that the contents of the material are congruent and fitted to the objectives and skills of the Grade 8 Curriculum Guide.

TABLE 1: SUMMARY TABLE ON THE MEAN AND DESCRIPTION OF THE VALIDITY OF THE COMIC BOOK

Area of Assessment	WM	Description
Indicators		
Appropriateness (Cronbach's alpha=.839)	4.47	Very high extent
Adequacy (Cronbach's alpha=.813)	4.53	Very high extent
Overall mean	4.5	Very high extent

Legend: 1.00 – 1.49 Least; 1.50 – 2.49 Less; 2.50 – 3.49 Moderate; 3.50 – 4.49 High; 4.50 – 5.00 Very High

In terms of adequacy, the evaluators rated the content of the comic book as very highly adequate. The overall rating of 4.5 disclosed that the content of the developed comic book is highly commendable since the material is very highly appropriate and adequate. This indicates that the material contains skills that are accurately aligned with the K-12 curriculum guide. Likewise, it implies that the content of the comic book contains precise concepts in reference to the K-12 Curriculum Guide. This finding is align to the idea of Thus, it can be inferred that the evaluators find the comic material to possess a very high extent of validity.

Table 2 shows the acceptability of the material. As rated by the English Master Teachers, the overall mean 4.51 indicates that the comic material possesses a very high extent of acceptability.

TABLE 2: SUMMARY TABLE ON THE MEAN AND DESCRIPTION OF THE ACCEPTABILITY OF THE COMIC BOOK

Area of Assessment	WM	Description
Indicators		
Relevance (Cronbach's alpha=.808)	4.73	Very High Extent
Efficiency (Cronbach's alpha=.747)	4.27	High Extent
Usability (Cronbach's alpha=.838)	4.53	Very High Extent
Mean	4.51	Very high extent

Legend: 1.00 – 1.49 Least; 1.50 – 2.49 Less; 2.50 – 3.49 Moderate; 3.50 – 4.49 High; 4.50 – 5.00 Very High

Based on the assessment of the evaluators, the mean of 4.73 indicates that the material is very highly relevant. The result also implies that "the comic book is suitable and within the needs of the learners". Likewise, the mean of 4.27 revealed that the comic book obtained a high extent of efficiency. This finding implies that "the comic book is "low cost", "time-saving," and can be an effective tool in improving the comprehension of the learners".

For the usability of the material, the mean of 4.53 revealed that the material is very highly usable. This finding implies that the comic book is very useful and can expedite students' learning and retention. Based on the overall results, it can be inferred that the evaluators deliberated the comic book to possess a very high extent of acceptability. Hence, the evaluators consider the comic book as potential instructional material that can assist both teachers and students in improving their comprehension skills.

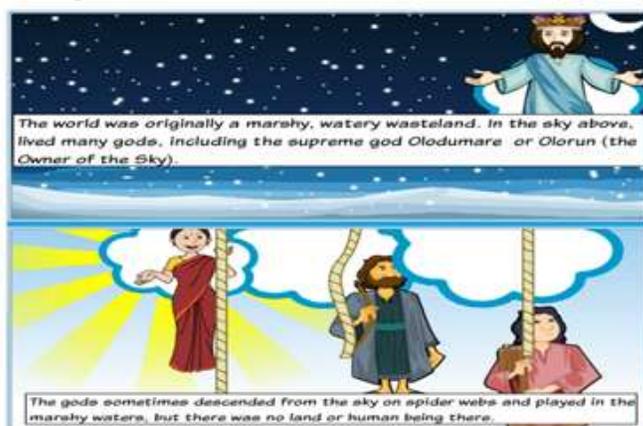


Fig.1. Sample content of the comic book

COMPREHENSION CHECK



Exercise 1

Arrange the following situations according to the story.

- Olorun sent a chameleon to inspect the work.
- The supreme God gave Orishna pigeon, hen, and the shell of a snail containing some sand.
- Orishna reported back to Olorun.
- The birds covered a large area of the marshy waters and created solid ground.

Fig.2. Sample Content of the Comic Book

V. CONCLUSIONS

Based on the findings of this study, the following were the conclusions: the reading comprehension comic has ninety (90) valid comprehension questions embedded in the comic book. Based from the rating of English experts, the material attained a very high extent of validity. Specifically, it is very highly appropriate and very highly adequate. Finally, the reading comprehension comic book attained a very high extent of

acceptability. Accordingly, the material was also considered as very highly relevant/usable and highly efficient.

## VI. RECOMMENDATIONS

Grounded on the conclusions of this study, the following are the recommendations: the developed comic book is a good instructional material to enhance the interest and reading comprehension skills for the students. In addition, future researchers are encouraged to construct comic books in other areas of literature and to other Grade level. This is to provide teachers various instructional materials needed in improving the reading comprehension skills of their students. Thirdly, future researchers may undergo a similar process to come up with valid and reliable materials that will help uplift the quality of teaching. Lastly, the comic book may be submitted to the textbook evaluation committee of the Department of Education Division Office of GenSan for endorsement.

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**Lynly L. Imperial** lives at Barangay Libertad, Surallah, South Cotabato. She is a graduate of Bachelor of Secondary Education degree at Mindanao State University – General Santos City.



**Praises Joy T. Jalique** lives at Barangay. Centrala, Surallah, South Cotabato. She earned her Bachelor of Secondary Education degree at Mindanao State University – General Santos City.



**Ava Clare Marie O. Robles** is an Associate Professor IV of Mindanao State University – General Santos City. She finished her Bachelor of Secondary Education degree at Mindanao State University – Marawi City. She obtained her MA in Education and Ph.D. in Education at Notre Dame of Dadiangas University.

Currently, she is the Research Coordinator of Mindanao State University College of Education and has been an International paper presenter in Thailand, Malaysia, and Japan. She has published researches and articles in various International peer-reviewed journals.

Dr. Robles received several awards. Among her awards were: Outstanding Filipino Researcher in 2013, Distinguished Paper Award in Japan and Outstanding Filipino Research Leader in 2015.