

Impact of Short Stories on Reading Comprehension of Grade IV Pupils in Geras Integrated School

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Abstract— In this study, it determined the impact of using short stories on reading comprehension of Grade IV pupils in Geras Integrated School. The mixed method was used in this study in which minimum in qualitative method. The participants of this study were sixty-five (65) grade IV learners of Geras Integrated School who are enrolled in school year 2022-2023. The grade IV learners assessed their reading performance using the Philippine Informal Reading Inventory (Phil-IRI) as well as determined their reading comprehension level using the same tool. The results showed that during the pre-reading assessment, 40 pupils were categorized in average level; and 25 pupils who belonged to poor level. The materials used for the intervention were the validated and quality assured short stories with comprehension questions. After the 10 weeks of reading intervention, post-reading assessment was administered. The result showed that there was an improvement on the reading comprehension performance of the participants. There was 1 pupil who belonged to poor level; 22 pupils in average level; and 42 pupils in dependent level. Furthermore, during the focus group discussion, the common effects of using short stories during their 10 weeks reading intervention on their reading performance were as follows: (a.) it developed their genuine love for reading, (b.) improved their vocabulary, (c.) they could understand what they were reading, (d.) enhanced their comprehension skill, and (e.) developed their appreciation in reading stories.

Keywords—Impact, Reading Comprehension, Reading Intervention, Short Stories, Vocabulary Development.

I. INTRODUCTION

Short stories have proven to be an effective tool in improving reading comprehension among Grade IV pupils. These captivating narratives, typically brief in length, allow young readers to delve into different worlds, characters, and situations. They provide a range of benefits, such as enhancing critical thinking skills, vocabulary development, and overall reading comprehension abilities. By analyzing the impact of short stories on Grade IV pupils' reading comprehension, it could help to understand how this literary form can foster a love for reading and improve the overall academic performance.

Research studies have shown that short stories significantly contribute to improving reading comprehension among young learners. According to a study conducted by Dolores Perin at the Columbia University Teachers College, regular exposure to short stories enhanced students' comprehension skills by enabling them to make connections between the story and their own experiences (perin, 2009). This connection building helps Grade IV pupils grasp the

context and meaning of the text more effectively, resulting in improved comprehension.

Furthermore, a study by Lenora Miller and Julie Riordan from Purdue University found that short stories offer an engaging and enjoyable reading experience for young learners, which in turn improves reading comprehension (Miller & Riordan, 2010). The brevity and captivating plots of short stories keep students engaged and motivated to read, enhancing their ability to understand the story.

Short stories also play a crucial role in developing vocabulary skills, which are essential for reading comprehension. In a study published in the Journal of Education and Learning, researchers conducted an experiment where Grade IV pupils were exposed to short stories in the classroom for a certain period. The results showed a significant increase in students' vocabulary knowledge and understanding of words in context (Alqurashi & Elkhares, 2017). This increased vocabulary enables students to comprehend more complex texts and improves their overall reading comprehension.

In addition to vocabulary develop, short stories promote critical thinking skills among Grade IV pupils. According to a study conducted by Mercy Anyaegbunam from Nnamdi Azikiwe University, reading short stories enhances students' ability to analyze characters, infer meaning, and make predictions (Anyaegbunam, 2015). By engaging in critical thinking activities, students develop a deeper understanding of the text, leading to improved reading comprehension.

Another benefit of short stories is their ability to create opportunities for interactive discussions in the classroom. Research conducted by Pamela Fraser-Abder from Queensland University of Technology revealed that group discussions around short stories can enhance comprehension by allowing students to exchange ideas, clarify uncertainties, and deepen their understanding (Fraser-Abder, 2010). These discussions foster active engagement with the text and help students develop a deeper comprehension of the story.

Furthermore, numerous studies have demonstrated the positive impact of short stories on the reading comprehension of Grade IV pupils. The engaging nature of short stories, coupled with their ability to foster critical thinking, vocabulary development, and interactive discussions, empowers young readers to comprehend texts more effectively. By incorporating short stories into classroom activities, educators can foster a love for reading and improve overall academic performance in Grade IV pupils. According to a study by Anderson, Lucas, and Simon (1977), short stories engage

readers in a more profound and meaningful way, improving their understanding of plot, characters, and literary devices. By immersing themselves in these condensed narratives, Grade IV pupils can enhance their ability to identify story elements and predict outcomes. In research conducted by Manzo and Griffin-Matthews (1988), it was found that short stories enhance reading comprehension by exposing students to a variety of genres, themes, and writing styles. This exposure broadens their literary repertoire, helping them develop a deeper understanding of different narrative structures.

Additionally, as stated by Khalid and Saddozai (2018), short stories provide Grade IV pupils with opportunities for collaborative learning. Engaging in shared readings and discussions about the stories allows students to exchange ideas, share interpretations, and develop their comprehension skills through collaborative problem-solving. As stated by Khalid and Saddozai (2018), short stories provide Grade IV pupils with opportunities for collaborative learning. Engaging in shared readings and discussions about the stories allows students to exchange ideas, share interpretations, and develop their comprehension skills through collaborative problem-solving.

Hence, this study aimed to determine the impact of short stories on the reading performance of Grade IV pupils of Geras Integrated School for school year 2022-2023.

Statement of the Problem

This study was conducted to determine the impact of using short stories on reading comprehension of Grade IV pupils in Geras Integrated School. Specifically, this study sought to answer the following questions:

1. What is the reading comprehension level of pupils during the pre-reading assessment?
2. How did the use of short stories impact to the reading comprehension of Grade IV pupils?
3. What is the reading comprehension level of pupils during the post-reading assessment?
4. What are the effects of short stories to reading performance of the Grade IV pupils?

II. METHODOLOGY

A. Research Design

The researcher utilized mixed method. On one hand, in this study, it is more of qualitative research design in which the impact on the use of short stories to the reading comprehension of Grade IV pupils was determined. Moreover, the effects of short stories to the reading performance of the respondents were also identified. Hence, focus group discussion and descriptive analysis were used.

On the other hand, the quantitative research design was used in identifying the reading comprehension level of the respondents during the pre-reading and post reading assessment. With this, the frequency and percentage were utilized. Thus, it is minimum in quantitative method.

B. Research Respondents

The respondents of this study were the 65 pupils who are enrolled in Geras Integrated School for School Year 2022 –

2023. Using the purposive sampling, the respondents were identified. Specifically, the criteria were used in order to identify the total number of the respondents to wit: (a.) grade IV pupil, (b.) officially enrolled in Geras Integrated School for School Year 2022-2023, and (c.) must belonged to poor and average level during the pre-reading assessment.

Moreover, the respondents were classified using the Phil-IRI composition and computation as to the comprehension level of the respondents. The three levels are poor, average, and independent. Out of 120 students, there were 65 students who belonged to the poor and average levels, hence, they became the respondents of this study.

C. Data Analysis

Data gathering procedure

The researcher asked permission from the school head and met with the 3 Grade IV advisers of Geras Integrated School for the orientation on the study, data gathering procedure and schedule. After the orientation, the pre-reading assessment was administered to all Grade IV students. The comprehension level of the students were classified according to their scores gathered during the assessment. Those who became part of the study were given consent form and were not forced to be part of the study.

Moreover, the participant became part of the 10-week reading intervention. During the 10 weeks, short stories were used for the reading intervention. After reading the short stories, a 5-10 comprehension questions were given to the participants to develop their reading comprehension skill. The short stories were carefully screened and passed through quality assurance by the master teachers of the school, school head, and the researcher. After the 10-week reading intervention, a post-reading assessment was administered to the participants.

Furthermore, the researcher facilitated a focus group discussion to learn more about the reading intervention's efficacy. In each FGD, the learners were divided into groups of ten. In each FGD, the researcher had 20 minutes with the participants. The same question was posited in every FGD. After the data were collected, the researcher analyzed and interpreted the data.

Statistical treatment of the data

To determine the comprehension level of the Grade V – learners during the pre- reading assessment, frequency and percentage were utilized.

To know the impact of the use of short stories to the reading comprehension of Grade IV pupils, a descriptive analysis was used.

To determine the comprehension level of the Grade V – learners during the post- reading assessment, frequency and percentage were utilized.

To determine the effects of short stories to reading performance of the Grade IV pupils, a focus group discussion and descriptive analysis were used.

III. RESULTS AND DISCUSSION

This study was conducted to determine the impact of short story on the reading comprehension of Grade IV pupils in

Geras Integrated School.

A. Reading comprehension level of Grade IV pupils during pre-reading assessment

TABLE 1. Reading comprehension level of Grade IV pupils during pre-reading assessment

Level	Frequency	Percentage
Dependent	55	45.83%
Average	40	33.33%
Poor	25	20.84%
Total	120	100%

During the pre-reading assessment, out of 120 Grade IV pupils there were 55 pupils who belonged to dependent level which is 45.83% of the total population; 40 or 33.33% in average level; and 25 or 20.84% who belonged to poor level. For this study, only the pupils who belonged to average and poor levels were served as participants.

B. Impact of short stories to the reading comprehension of Grade IV pupils

The participants have improved their reading comprehension performance after the intervention, which lasted 10 weeks, and the use of the short stories as part of the reading intervention. In average level, out of the 40 pupils, 38 of them were able to comprehend the stories they read. They were categorized as dependent readers in terms of reading comprehension. However, the 2 pupils were still belonged to average level but they were showing improvement and progress on their comprehension skill.

Furthermore, for the poor level, out of 25 pupils there were 20 pupils who were categorized to average level 4 pupils who belonged to dependent level. The 1 remaining pupil was still in poor level, however, showed progress and development with reading comprehension skill.

During the pre-reading assessment, there were participants who got zero scores. After the 10 weeks intervention, the scores of the participants showed improvement on their reading comprehension performance. At the end of the intervention, no one got zero score though there was one participant who belonged to poor level. It showed that they could understand what they were reading.

C. Reading comprehension level of Grade IV pupils during post-reading assessment

TABLE 2. Reading comprehension level of Grade IV pupils during post-reading assessment

Level	Frequency	Percentage
Dependent	42	64.62%
Average	22	33.85%
Poor	1	1.53%
Total	65	100%

After the 10 weeks reading intervention, a post-reading assessment was administered. Out of 65 Grade IV – pupils there was 1 learner who belonged to poor level; 22 or 33.85% in average level; and 42 or 64.62% in dependent level.

D. Effects of short stories to reading performance of the Grade IV pupils

A focus group discussion was conducted by the researcher to the 65 participants of the study to know the effects of short stories on their reading performance. The participants were grouped into ten with 20 minutes discussion. The same question was asked to the groups.

The common effect of using short stories during their 10 weeks reading intervention on their reading performance were as follows: (a.) it developed their genuine love for reading, (b.) improved their vocabulary, (c.) they could understand what they were reading, (d.) enhanced their comprehension skill, and (e.) developed their appreciation in reading stories.

Moreover, based on their scores, there were really improvements showed on their reading performance after the 10 weeks intervention. The participants showed their love for reading as they were reading the given short story during their vacant time.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

During the pre-reading assessment, out of 120 Grade IV pupils there were 55 pupils who belonged to dependent level. These were the learners who got passing scores when the comprehension questions were given. 40 pupils categorized in average level, and these were the pupils who became as participants of the study. These were the learners who got 3 out of 5 questions. 25 pupils were belonged to poor level, and these were became participants of the study. These were the learners who got 0-1 scores in comprehension questions.

A 10-week reading intervention was given to the 65 learners who were categorized as average and poor level in terms of their comprehension skill. The learners were given short stories and comprehension questions during the intervention. The short stories were validated and quality assured by the master teachers, school head and researcher before utilizing during the intervention. Moreover, there were improvements showed by the participants in which, for average level, 38 of them were able to comprehend the stories they read. They were categorized as dependent readers in terms of reading comprehension. On the other hand, for poor level, 20 pupils who were categorized to average level 4 pupils who belonged to dependent level.

Furthermore, a post-reading assessment was administered after the intervention. During the post-reading assessment, only 1 learner who belonged to poor level. 22 pupils belonged in average level; and 42 pupils categorized in dependent level. The post-reading assessment showed that there were improvements and progress on their comprehension skills as nobody from the participants got zero score. Additionally, the common effects of using short stories during their 10 weeks reading intervention on their reading performance were as follows: (a.) it developed their genuine love for reading, (b.) improved their vocabulary, (c.) they could understand what they were reading, (d.) enhanced their comprehension skill, and (e.) developed their appreciation in reading stories.

Recommendations

Based from the findings and conclusion of this study, the following has been recommended:

1. The study only includes pupils in grade IV, so additional research involving pupils in other grade levels of the school must be done. Similar to how the researcher used a 10-week reading intervention, future researchers may use longer intervals between interventions.
2. In addition to using short stories, future researchers with a similar area of interest could explore other materials or tools for improving students' reading comprehension.
3. The study focused in one school in which it could be explored and have bigger scope of study. It is hereby recommend that the use of the short stories in developing the reading comprehension of the pupils may explore to different schools with bigger scope.

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