

Contextualized Reading Booklet on the Students' Reading Ability and Performance

Johanna Louise Obmerga Cadano

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: johannalouise.cadano@deped.gov.ph

Abstract—This study determined the effect of a Contextualized Reading Booklet on the reading ability and academic performance of Grade 7 students at Magdalena Integrated National High School. Specifically, it examined the level of the booklet in terms of its components, features and written test performance. Furthermore, it also determines whether the contextualized reading booklet significantly correlates to students' reading ability and significantly affects students' performance. A descriptive research design was employed in the study. The respondents consisted of one hundred fifty (150) purposively selected Grade 7 students who utilized the researcher-made contextualized reading booklet as a supplementary instructional material. Prior to implementation, the booklet and survey questionnaire underwent expert validation to ensure their relevance, clarity, and reliability. Data were gathered through Likert-scale survey questionnaires and a researcher-made written test. Mean and standard deviation were used to determine the levels of the Contextualized Reading Booklet's components, features and written test, while Pearson's r was utilized to identify significant relationships among contextualized reading booklet and students' reading ability. Multiple regression analysis was employed to determine the effect of the contextualized reading booklet on students' performance. The findings revealed that the Contextualized Reading Booklet was rated Very High in terms of its components, namely objectives, contents, and activities. In terms of features, the booklet was likewise rated Very High in design, visuals, and layout. The level of students' reading ability was assessed in terms of background knowledge, cultural awareness, linguistic context, and social context. Results showed that all indicators were rated Very High, with social context obtaining the highest mean. In terms of written test performance, the students generally achieved a level described as Moving Towards Mastery. However, more than half of the respondents fell under the Low Mastery, suggesting that additional instructional support is still needed to further improve reading performance. Correlation analysis revealed significant positive relationships between the features of the Contextualized Reading Booklet and students' reading ability. Activities, design, visuals, and layout showed strong significant relationships across all indicators of reading ability. Furthermore, multiple regression analysis revealed that the combined features of the booklet significantly affected students' written test performance. Thus, the null hypotheses were rejected, confirming that the Contextualized Reading Booklet significantly correlates with students' reading ability and significantly affects students' performance. The study concluded that contextualized and culturally relevant supplementary materials effectively enhance students' reading ability; however, additional instructional support may still be necessary to translate improved reading ability into higher academic performance.

Keywords— Contextualized Reading Booklet, Reading Ability, Reading Comprehension, Written Test Performance, Supplementary Learning Material.

I. INTRODUCTION

The significance of reading lies in the active process of searching and understanding the message that can be found in written language. It goes beyond mere communication of information and involves improvement of reading skills of an individual as well as provision of useful information which can shape the educational journey and further prospects of a learner. Reading is also considered a good exercise to decrease stress, improve vocabulary and broaden horizons. For children, reading is especially important since at this stage they learn how to use reading as a means of acquiring knowledge in different fields of study. Therefore, provision of suitable reading material like contextualized reading books is essential for their development.

Reading is a critical component of education since it is a basic skill needed in all areas of study. The ability to comprehend text is necessary not only for immediate benefits but also for further development of the student. The reading skills of a person also improve with passing time and experience. Besides, improvement demonstrated by the students in multiple grading periods can be used as a good indicator of the changes that occur during reading practice. Reading is one of those aspects where many students have trouble due to poor material choice. Students cannot develop their skills if they do not understand what is written. Therefore, contextualization, or creation of text material that correlates with the experiences and background of students, will enable them to benefit from the reading practice. Besides contextualization, there are multiple other characteristics of reading materials that impact the process of reading and learning.

Previous literature supports the idea that contextualized materials and appropriate text features can significantly improve reading comprehension. For example, Saquido & Velasco (2024) found that use of aligned local reading materials resulted in significant improvements. In another study, Kuswoyo (2021) found a high degree of relationship between the level of readability (the complexity of the vocabulary used and sentence structures) and narrative reading skills among Indonesian tenth-grade students, suggesting that choosing the right level of reading texts according to their reading skills is critical. Similarly, Zewdie & Admasu (2023) showed that an interactive reading model improves reading skill achievement.

Given these findings, this study aimed to examine the effect of the contextualized reading booklet across multiple

dimensions of reading ability and students' performance over time.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the effect of Contextualized Reading Booklet to the Students' Reading Ability and Performance. This study specifically sought answers to the following questions:

1. What is the level of Contextualized Reading Booklet in terms of Components with regards to:
 - 1.1 Objectives;
 - 1.2 Contents; and
 - 1.3 Activities;
2. What is the level of Contextualized Reading Booklet in terms of Features with regards to:
 - 2.1 Design
 - 2.2. Visual; and
 - 2.3. Layout
3. What is the level of Students' Reading Ability in terms of:
 - 3.1 Background Knowledge
 - 3.2 Cultural Awareness
 - 3.3 Linguistic Context; and
 - 3.4 Social Context
4. What is the level of Students' Performance in terms of written test?
5. Is there a significant relationship with Contextualized Reading Booklets on the Students' Reading Ability?
6. Is there a significant effect of Contextualized Reading Booklets on the Students' Performance?

II. METHODOLOGY

A descriptive research design was employed in the study. The respondents consisted of one hundred fifty (150) purposively selected Grade 7 students who utilized the researcher-made contextualized reading booklet as a supplementary instructional material. Prior to implementation, the booklet and survey questionnaire underwent expert validation to ensure their relevance, clarity, and reliability. Data were gathered through Likert-scale survey questionnaires and a researcher-made written test. Mean and standard deviation were used to determine the levels of the Contextualized Reading Booklet's components, features and written test, while Pearson's r was utilized to identify significant relationships among contextualized reading booklet and students' reading ability. Multiple regression analysis was employed to determine the effect of the contextualized reading booklet on students' performance.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant effect between contextualized reading booklets on the students' reading ability and students' performance. In particular, the study sought to address the following:

Level of Contextualized Reading Booklet in terms of Components

In this study, the level of Contextualized Reading Booklet in terms of Components refers to Objectives, Contents, and Activities. The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

As Table 1 shows, the level of the Contextualized Reading Booklet in terms of its Components is analyzed in relation to the stated Objectives. The highest mean among all statements under consideration, 4.48, accompanied by the lowest standard deviation of 0.83, was reached by "the objectives are clearly stated and easy to understand." This means that there is an absolutely clear indication that respondents strongly agree with the fact that the objectives are formulated in a rather clear manner, which makes them understandable. In its turn, this implies that the clear formulation of objectives plays a crucial role when it comes to guiding students through the entire learning process.

Similar to the previous example, the statement "contribute to improving students' overall reading performance" received 4.35 as the mean and 0.89 as the standard deviation. This implies that objectives contribute considerably to improving reading outcomes among students. Another positive indication related to the level of objectives includes the mean of 4.26 and the standard deviation of 0.95 in respect of the statement "are well aligned with the reading activities and tasks in the booklet." Thus, the stated objectives correspond to the activities included in the reading booklet.

Table 1. Level of Contextualized Reading Booklet in terms of Components with regards to Objectives

Statements The objectives...	Mean	SD	Remarks
...are clearly stated and easy to understand.	4.48	0.83	Strongly Agree
...are appropriate to the students' grade level and reading ability.	4.23	0.78	Strongly Agree
...are well aligned with the reading activities and tasks in the booklet.	4.26	0.95	Strongly Agree
...effectively support the development of students' reading ability n skills.	4.25	0.91	Strongly Agree
...contribute to improving students' overall reading performance.	4.35	0.89	Strongly Agree
Weighted Mean	4.31		
SD	0.87		
Verbal Interpretation	Very High		

The mean of 4.25 along with the standard deviation of 0.91 characterize the statement "effectively support the development of students' reading ability skills." Furthermore, "are appropriate to the students' grade level and reading ability" has 4.23 as the mean and 0.78 as the standard deviation. In its turn, all the aforementioned statements can be verbally considered as "Strongly Agree," which implies that the formulated objectives are appropriate to the learners and support their development.

Generally, it can be observed that the Contextualized Reading Booklet performed quite well with regard to the effectiveness of its components in achieving the intended objectives. The weighted mean obtained for this test was 4.31

with a standard deviation of 0.87. The mean was very high as it was rated verbally. As such, it can be deduced that the objectives of the booklet are quite effective.

The findings above prove that the goals are clear, appropriate, and well-crafted to facilitate students' reading skills. Many research studies regarding the provision of reading instructions show the significance of clear goals and proper alignment of teaching and reading materials for promoting reading comprehension. For instance, some studies prove that proper alignment between learning goals, materials, and tasks in reading materials helps to increase students' performance in their reading activities.

Table 2 illustrates the degree of Contextualized Reading Booklet in terms of its Components in accordance with its Contents. The statement "the contents are relevant to the students' experience and environment" attained the highest mean score of 4.46, with a standard deviation of 0.84. It means that the participants of the study strongly agreed on the idea that the reading materials are contextualized and therefore have meaning to the learners.

Table 2. Level of Contextualized Reading Booklet in terms of Components with regards to Contents

Statements	Mean	SD	Remarks
The contents...			
...are relevant to the students' experiences and environment.	4.46	0.84	Strongly Agree
...are appropriate to the students' grade level and reading ability.	4.19	0.81	Agree
...are well organized and clearly presented in each lesson.	4.18	0.97	Agree
...effectively support the development of students' reading ability skills.	4.13	0.94	Agree
...contribute to improving students' overall reading performance.	4.42	0.85	Strongly Agree
Weighted Mean	4.27		
SD	0.89		
Verbal Interpretation	Very High		

Likewise, another significant statement was the belief that the materials "contribute to improving students' overall reading performance," with a mean score of 4.42 (SD = 0.85). This is because the content significantly contributed to the improvement of the learners' reading abilities. Furthermore, the statement that the materials "are appropriate to the students' grade level and reading ability" received a good mean score of 4.19 (SD = 0.81).

Moreover, the statement that the materials "are well organized and clearly presented in each lesson" got a mean score of 4.18 (SD = 0.97), while the materials "effectively support the development of students' reading ability skills" got a mean score of 4.13 (SD = 0.94). These were all verbally interpreted as Agree, implying that the contents are appropriately presented and contribute to students' ability to comprehend.

Overall, based on the evaluation of the Components with regard to Contents of the Contextualized Reading Booklet, it received a weighted mean score of 4.27 (SD = 0.89). This mean score is verbally interpreted as Very High, which means that the content of the booklet is very appropriate, relevant, and effective in improving students' reading abilities.

Level of Contextualized Reading Booklet based on Components on Activities is presented in Table 3. Out of all the statements in the table, "The activities are well-explained and clear" had the highest mean score of 4.37 with a standard deviation of 0.88. This suggests that the respondents strongly agree with the statement. It can be concluded that clear explanations facilitate students' participation.

In a similar fashion, the rating "these activities contribute to improving students' reading ability and performance" also got a high average score of 4.31 with a standard deviation of 0.93. Thus, the activities are clearly associated with a positive impact on the improvement of students' reading ability and performance. The claim that the activities "are aligned with the objectives of the reading lessons" was rated favorably and got an average score of 4.26 (SD = 0.89). The statement "these activities are appropriate to the students' reading level and abilities" got an average score of 4.20 (SD = 0.86), and the statement "these activities effectively help students understand and analyze the reading passages" got an average score of 4.13 (SD = 0.96). Verbally, all four statements can be interpreted as Agree since the activities appear to be highly appropriate and useful for students.

Table 3. Level of Contextualized Reading Booklet in terms of Components with regards to Activities

Statements	Mean	SD	Remarks
The activities...			
...are clearly explained and easy to follow.	4.37	0.88	Strongly Agree
...are appropriate to the students' reading level and abilities.	4.20	0.86	Agree
...are aligned with the objectives of the reading lessons.	4.26	0.89	Strongly Agree
...effectively help students understand and analyze the reading passages.	4.13	0.96	Agree
...contribute to improving students' reading ability and performance.	4.31	0.93	Strongly Agree
Weighted Mean	4.25		
SD	0.90		
Verbal Interpretation	Very High		

To conclude, the Contextualized Reading Booklet with regard to Components related to Activities was rated on average with the weight of 4.25 (SD = 0.90). Verbally, the result can be interpreted as Very High, suggesting high appropriateness of the activities, alignment with the stated objectives, and effectiveness of their use in improving students' reading ability and performance.

Collectively, the Contextualized Reading Booklet is assessed based on the Components such as Objectives, Contents, and Activities. Of the three components, Objectives were rated highest in terms of weighted mean (M = 4.37, SD = 0.72), suggesting that the objectives of the book are clear, suitable, and geared towards fulfilling learners' requirements. Contents followed next (M = 4.32, SD = 0.78), meaning that the contents of the booklet are relevant, well-designed, and conducive to improving students' reading ability and performance. Finally, Activities had a mean of 4.27 (SD = 0.79), meaning that they are effective, consistent with objectives, and suitable for the reading levels of the learners.

Thus, the Contextualized Reading Booklet achieved a grand mean of 4.32 (SD = 0.76).

Level of Contextualized Reading Booklet in terms of Features

The Contextualized Reading Booklet will be assessed under the Feature criteria, which include Design, Visual, and Layout. Tables are provided below to illustrate the statements, their respective mean scores, standard deviation, remarks, and verbal interpretation by the respondents.

Table 4 illustrates the level of Contextualized Reading Booklet regarding the Features in terms of Design. This table shows the statements, means, standard deviation, and comments based on the respondents' assessment. The statement, "the design of the contextualized reading booklet is attractive and appropriate for the learners" received a very high mean score of 4.38, which is coupled with a standard deviation of 0.87. This shows that the respondents strongly believed that the design was attractive and appropriate for the learners. In addition, "contributes to improved reading ability and performance" also received a high mean score of 4.38 (SD = 0.82).

Moreover, the statements such as "makes the reading lessons easy to understand" (M = 4.19, SD = 0.83), "keeps students interested and motivated to read" (M = 4.19, SD = 0.99), and "allows students to concentrate on reading tasks" (M = 4.14, SD = 0.94) were all verbally interpreted as Agree. Even though these statements obtained comparatively lower scores, the results imply that the design of the CRB positively affects learners' comprehension, motivation, and concentration.

Table 4. Level of Contextualized Reading Booklet in terms of Features with regards to Design

Statements The design...	Mean	SD	Remarks
...of the contextualized reading booklet is attractive and appropriate for the learners.	4.38	0.87	Strongly Agree
...supports easy understanding of the reading lessons.	4.19	0.83	Agree
...maintains students' interest and motivation to read.	4.19	0.99	Agree
...help students focus on the reading tasks.	4.14	0.94	Agree
...contributes to improved reading ability and performance.	4.38	0.82	Strongly Agree
Weighted Mean	4.25		
SD	0.89		
Verbal Interpretation	Very High		

To conclude, the Contextualized Reading Booklet, measured against Features for the Design aspect, got a weighted mean score of 4.25 and a standard deviation score of 0.89, which is verbally interpreted as Very High. This implies that the overall design of the booklets can be considered effective and appropriate in terms of students' ability to read and perform.

From Table 5, the degree of the Contextualized Reading Booklet vis-a-vis Features involving Visuals can be observed. The statement, "The visuals used in the booklet are relevant to the reading content," received the highest mean score, which is 4.50 and a standard deviation of 0.80. Hence, it was highly

agreed by the respondents that the visuals in the booklet are suitable with the context of the reading.

Table 5. Level of Contextualized Reading Booklet in terms of Features with regards to Visual

Statements The visuals...	Mean	SD	Remarks
...used in the booklet are relevant to the reading content.	4.50	0.80	Strongly Agree
...help clarify ideas and information presented in the text.	4.33	0.77	Strongly Agree
...are appropriate to the students' age and reading level.	4.33	0.89	Strongly Agree
...enhance students' interest and engagement in reading.	4.24	0.90	Strongly Agree
...support students' understanding of the reading passages.	4.40	0.83	Strongly Agree
Weighted Mean	4.36		
SD	0.84		
Verbal Interpretation	Very High		

In like manner, the statement "enhance students' comprehension of the reading passages" received an average score of 4.40 (SD = 0.83), suggesting that visuals have considerable importance in improving comprehension skills. "Help to explain ideas and information provided by the text" (M = 4.33, SD = 0.77) and "appropriate to the age and reading proficiency of the students" (M = 4.33, SD = 0.89) were also rated as Strongly Agree, meaning that the visuals used are both highly effective and developmentally appropriate.

Additionally, "increase students' interest and involvement in reading" got a mean of 4.24 (SD = 0.90), further implying an extremely favorable assessment. It indicates that visuals help promote students' willingness to engage in reading tasks. Overall, the Contextualized Reading Booklet regarding its Features related to Visuals was assigned a weighted mean of 4.36 and a standard deviation of 0.84, considered to be Very High. Therefore, it can be said that the visuals are quite relevant and engaging in helping students develop their reading proficiency and performance.

Likewise, respondents gave strong agreements to the statements that visuals facilitate reading proficiency (M = 4.41, SD = 0.78), provide clarification on ideas (M = 4.33, SD = 0.72), are age- and proficiency-level appropriate (M = 4.33, SD = 0.85), and promote interest and engagement (M = 4.23, SD = 0.86).

In summary, the visuals in the booklets obtained a weighted mean of 4.36 (SD = 0.76), showing a very high degree of effectiveness in facilitating students' comprehension and motivation.

The level of the Contextualized Reading Booklet concerning Features of Layout can be seen from Table 6. The statement "the layout of the contextualized reading booklet is clear and well organized" got the highest mean score, which was 4.48, while its standard deviation was 0.78. It means that people had a strong agreement on how systematically the elements were arranged in the booklet.

In like manner, the claim "supports effective reading ability and performance" also achieved a high mean of 4.38 (SD = 0.82), as the layout aids in the academic success of the learners. "The layout of content assists students to follow the

lessons easily” also received a positive mean of 4.33 (SD = 0.87), implying that the flow of content is logically understandable.

Table 6. Level of Contextualized Reading Booklet in terms of Features with regards to Layout

Statements	Mean	SD	Remarks
The layout...			
...of the contextualized reading booklet is clear and well organized.	4.48	0.78	Strongly Agree
...of text, images, and activities makes reading easy and comfortable.	4.21	0.81	Strongly Agree
...of content help students follow the lessons smoothly.	4.33	0.87	Strongly Agree
...allows students to focus on important reading information.	4.19	0.84	Agree
...supports effective reading ability and performance.	4.38	0.82	Strongly Agree
Weighted Mean	4.31		
SD	0.82		
Verbal Interpretation	Very High		

Furthermore, “the layout of text, pictures, and activities allows for easy and comfortable reading” obtained a mean of 4.21 (SD = 0.81), whereas “assists students to concentrate on important reading information” had a mean of 4.19 (SD = 0.84), which is Agree. Although relatively lower, these findings imply that the layout of text is effective enough to assist the ease of reading and concentration of the learners.

On the whole, the Contextualized Reading Booklet concerning the Features: Layout achieved a weighted mean of 4.31 and a standard deviation of 0.82, which is Very High. This means that the layout of the booklet is clear and systematic enough to aid students' reading performance.

Amongst the indicators assessed, Visual received the highest score for having a weighted mean of 4.36, which has a standard deviation of 0.84. Verbal interpretation of the result was deemed as Very High, suggesting that visuals contained in the booklet are very relevant, interesting, and effective in helping students understand and retain an interest in reading.

Next is the Layout indicator, which has a weighted mean of 4.31, accompanied by a standard deviation of 0.82, and interpreted likewise as Very High. This indicator reveals that the design of text, images, and activities included in the booklet is clear, well-arranged, and helpful in improving students' comprehension of the lessons learned.

In the third place is the Design indicator, whose value is a weighted mean of 4.25, alongside a standard deviation of 0.89, and also described as Very High. Despite having a value lower than those of the preceding indicators, it suggests that the overall design of the booklet is very attractive, proper, and helpful in enhancing students' reading ability.

When all the aspects are considered together, the Contextualized Reading Booklet scored a grand mean of 4.30, accompanied by a standard deviation of 0.85, and a verbal interpretation of Very High. This shows that design, visuals, and layout of the booklet are very acceptable, and as such, help in enhancing students' reading ability and performance.

Level of Students' Reading Ability

In this research, the students' reading competence was analyzed based on multiple factors such as Background Knowledge, Cultural Awareness, and Linguistic Context. The subsequent tables illustrate the statements, accompanied by their average scores, standard deviation, comments, and verbal explanations given by the respondents.

Table 7. Level of Students' Reading Ability in terms of Background Knowledge

Statements	Mean	SD	Remarks
The reading content relates to my prior knowledge and experiences.	4.58	0.69	Strongly Agree
The reading passages reflect situations that are familiar to me.	4.17	0.69	Agree
The booklet helps me recall what I already know before I read new lessons.	4.29	0.85	Strongly Agree
The use of familiar contexts makes it easier for me to understand the text.	4.17	0.85	Agree
The background knowledge provided in the booklet improves my reading comprehension.	4.25	0.84	Strongly Agree
Weighted Mean	4.29		
SD	0.80		
Verbal Interpretation	Very High		

Table 7 indicates the level of correlation between students' ability in reading and Background Knowledge. "The reading content relates to my prior knowledge and experiences" has obtained the highest mean score of 4.58 with a standard deviation of 0.69, indicating that the respondents strongly agree that the material is effective in integrating the lessons with the prior knowledge and experiences of the readers. In other words, it can be said that the activation of prior knowledge plays a critical role in enhancing the reading ability of students.

In line with this pattern, the statement "the booklet helps me recall what I already know before I read new lessons" has obtained a mean score of 4.29 (SD = 0.85), suggesting that the respondents are facilitated to activate their prior knowledge while learning new lessons. Likewise, the response obtained from the statement "the background knowledge provided in the booklet improves my reading comprehension" is positive (M = 4.25, SD = 0.84), implying that the material enables the learners to activate their prior knowledge while reading the text.

Moreover, the responses obtained from the two statements below, "the reading passages reflect situations that are familiar to me" (M = 4.17, SD = 0.69) and "the use of familiar contexts makes it easier for me to understand the text" (M = 4.17, SD = 0.85) were Agree. Even though such indicators are relatively lower than others, they still indicate that the material is effective in helping the learners in comprehending the reading material through familiarity with the context.

Overall, the weighted mean and standard deviation obtained from students' ability in reading concerning background knowledge were 4.29 and 0.80, respectively, which are classified as Very High. From the above discussion, it can be concluded that the material under analysis has effectively helped the learners in activating their prior knowledge, thus improving their reading ability and performance.

It should be noted that the activation of prior knowledge is one of the important factors influencing the reading ability. According to the findings obtained from some empirical studies, it can be stated that reading materials that are related to the learner's background knowledge promote reading comprehension due to their connections with prior knowledge. Besides, familiar contexts can help improve the learners' reading ability and comprehension.

Table 8. Level of Students' Reading Ability in terms of Cultural Awareness

Statements	Mean	SD	Remarks
The reading passages reflect my local culture and traditions.	4.48	0.76	Strongly Agree
The cultural elements in the booklet make the reading materials meaningful to me.	4.21	0.69	Strongly Agree
The booklet helps me appreciate my own culture while reading.	4.30	0.82	Strongly Agree
Cultural references help me better understand the text.	4.13	0.94	Agree
The cultural awareness in the booklet improves my reading ability and performance.	4.25	0.86	Strongly Agree
Weighted Mean	4.27		
SD	0.82		
Verbal Interpretation		Very High	

Table 8 shows how students' reading ability is correlated with Cultural Awareness. For instance, the item "the reading passages reflect my local culture and traditions" obtained the highest mean ($M = 4.48$, $SD = 0.76$). Students' mean response to the statement implies that they strongly agree with the claim that the booklet contains material which is culturally related.

In connection with the above, it should be stated that the item "the booklet helps me appreciate my own culture while reading" gained a decent mean ($M = 4.30$, $SD = 0.82$). At that, the item "the cultural awareness in the booklet improves my reading ability and performance" also got a satisfactory mean score of 4.25 ($SD = 0.86$). It means that cultural awareness positively affects reading ability.

In addition, the item "the cultural elements in the booklet make the reading materials meaningful to me" ($M = 4.21$, $SD = 0.69$) and "cultural references help me better understand the text" ($M = 4.13$, $SD = 0.94$) were assessed as Strongly Agree and Agree. Though the obtained scores are not so high, they show that students perceive cultural elements positively.

Thus, one can say that students' reading ability concerning the cultural aspect achieved a fairly good, weighted mean of 4.27 ($SD = 0.82$), which is verbally interpreted as Very High. The result demonstrates that by embedding cultural elements in the contextualized reading booklet, one enhances reading ability and cultural awareness of students.

Table 9 presents the level of students' reading ability in terms of Linguistic Context. These include the statements, mean scores, standard deviations, and the remarks made based on the respondents' evaluation of the items.

For instance, the statement "the language used in the booklet is easy for me to understand" was rated highest with a mean score of 4.44 and a standard deviation of 0.81. This shows that there was an agreement among the respondents that the booklet uses language that is comprehensible by the reader. In other words, clarity in language aids reading and understanding.

Table 9. Level of students' reading ability in terms of Linguistic Context

Statements	Mean	SD	Remarks
The language used in the booklet is easy for me to understand.	4.44	0.81	Strongly Agree
The familiar expressions and phrases help me comprehend the passages.	4.10	0.78	Agree
The vocabulary is easily understandable because it is presented in context.	4.25	0.84	Strongly Agree
The language used makes reading smoother and easier for me.	4.07	0.84	Agree
The linguistic context of the booklet helps me improve my reading ability and performance.	4.35	0.80	Strongly Agree
Weighted Mean	4.24		
SD	0.82		
Verbal Interpretation		Very High	

Also, the linguistic context of the booklet that facilitates improvement in my reading ability and performance was assigned a mean of 4.35 ($SD = 0.80$). Similarly, the statement "the vocabulary is easily understandable because it is presented in context" had a mean of 4.25 ($SD = 0.84$), showing that presentation of words in context aids comprehension.

Moreover, the statements "familiar expressions and phrases help me comprehend the passages" ($M = 4.10$, $SD = 0.78$) and "the language used makes reading smoother and easier for me" ($M = 4.07$, $SD = 0.84$) were interpreted as Agree. Although the two have slightly lower ratings, they also show positive effects of linguistic familiarity on students' reading ability.

In sum, the level of students' reading ability in terms of Linguistic Context got a weighted mean score of 4.24 with $SD = 0.82$ and thus is interpreted as Very High. The clarity of language in the booklet has been seen to positively impact reading ability and enhance performance.

In Table 10 the evaluation of students' reading ability is shown according to the indicator Social Context. The statement "The reading passages reflect real-life situations that I can relate to" received the highest mean of 4.57 ($SD = 0.71$), indicating that the students very much related to the contents of the booklet because they can relate to the situation reflected there. Hence, including social context into lessons helps make them interesting.

Additionally, "The social context in the booklet helps improve my reading ability and performance" was given a weighted mean of 4.47 ($SD = 0.71$). The statement "The social contexts in the booklet make the lessons interesting for me" ($M = 4.37$, $SD = 0.81$) and "The social situations in the passages help me better understand and analyze the text" ($M = 4.29$, $SD = 0.84$) were interpreted as "Strongly agree." The weighted mean of "The booklet helps me connect the reading content to my community and daily life" was 4.24 ($SD = 0.67$).

Overall, students' reading ability according to the indicator Social Context scored a weighted mean of 4.38 ($SD = 0.76$), verbally interpreted as Very High. Thus, the Contextualized Reading Booklet appears very helpful in developing students' reading abilities due to embedding social situations.

Indeed, research indicates that embedding social and real-life contexts into reading material has a positive effect on reading comprehension, analytical skills, and engagement in

the process. When learning becomes more personally relevant as a result of being able to link text content to personal experience, students achieve deeper comprehension and engage themselves in the process (Ali, 2024). These findings are consistent with the present results, which show that students consider the use of social context to be highly effective in comprehending texts and analyzing them.

Table 10. Level of Students' Reading Ability Social Context

Statements	Mean	SD	Remarks
The reading passages reflect real-life situations that I can relate to.	4.57	0.71	Strongly Agree
The booklet helps me connect the reading content to my community and daily life.	4.24	0.67	Strongly Agree
The social contexts in the booklet make the lessons interesting for me.	4.37	0.81	Strongly Agree
The social situations in the passages help me better understand and analyze the text.	4.29	0.84	Strongly Agree
The social context in the booklet helps improve my reading ability and performance.	4.47	0.71	Strongly Agree
Weighted Mean	4.38		
SD	0.76		
Verbal Interpretation	Very High		

Social Context became the best among all the indicators, receiving a weighted mean of 4.38 (SD = 0.76) and being verbally interpreted as Very High. Thus, it shows that students regard social situations in lessons as very important in improving their reading ability.

Second place was taken by the indicator Background Knowledge, obtaining a weighted mean of 4.29 (SD = 0.80). The next one was Cultural Awareness with a weighted mean of 4.27 (SD = 0.82), both indicators being rated very high. This means that embedding in the learning material links to prior knowledge and culture is useful for developing students' reading abilities.

Linguistic Context, in its turn, had a weighted mean score of 4.24 (SD = 0.82), also very high. It means that the use of clear linguistic structures also positively affects students' reading ability.

Thus, the overall reading ability score was 4.29 (SD = 0.80), being rated Very High. Therefore, it can be said that students' reading ability is quite high due to including several factors in the learning process.

Level of Students' Performance in terms of Written Test

In this study, the level of students' performance in terms of written test. The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 presents the level of students' performance in terms of the written test, showing the frequency, percentage, and descriptive equivalent for each score range.

Out of 150 students, only 16 students (10.67%) scored between 96–100, categorized as Mastered. Meanwhile, 18 students (12.00%) scored 86–95, described as Closely Approximating Mastery, and 22 students (14.67%) scored 66–85, or Moving Towards Mastery. Another 16 students (10.67%) scored 35–65, interpreted as Average Mastery.

The majority of students, 78 students (52.00%), scored below 34, which falls under Low Mastery / Very Low Mastery

/ No Mastery. This indicates that over half of the students did not achieve the expected level of proficiency in the written test.

Table 11. Level of Students' Performance in terms of Written Test

Score	Written test		Descriptive Equivalent
	f	%	
96 - 100	16	10.67	Mastered
86 - 95	18	12.00	Closely Approximating Mastery
66 - 85	22	14.67	Moving Towards Mastery
35 - 65	16	10.67	Average Mastery
Below 34	78	52.00	Low Mastery / Very Low Mastery / No Mastery
Total	150	100	
Weighted Mean		68.70	
SD		19.10	
Verbal Interpretation		Moving Towards Mastery	

Analysis of students' test scores in written form indicates that most of them (52%) have attained scores below 34, showing low or very low proficiency. The remaining small proportions have attained the following higher levels: mastered (10.67%), closely approximated mastery (12%), moved towards mastery (14.67%), and average mastery (10.67%). The weighted mean score is 68.70 while the standard deviation is 19.10. Generally, the students are moving towards mastery. This implies that instructional strategies should be developed to develop reading proficiency among students.

It is widely reported that reading comprehension improves when contextualization reading materials are used. On the other hand, there is evidence showing that not all contextual characteristics embedded in the instructional reading materials positively influence the level of understanding. For example, illustrations in the reading material have no statistically significant effect on children's reading proficiency levels.

Test of Comparison between the means of the groups Contextualized Reading Booklets on the Students' Reading Ability

To test the significant relationship between the contextualized reading booklets on the students' reading ability in terms of Background Knowledge, Cultural Awareness, Linguistic Context they were treated statistically using Real Statistics Data Analysis Tools using Pearson's r.

The correlation of the Contextualized Reading Booklet with students' reading ability shows positive and significant relationships on all criteria. The relationship between the Objectives and Contents and students' background knowledge, cultural awareness, and linguistic context was moderately positive, but there was no consistent significance in relation to social context.

On the other hand, the Activities, Design, Visuals, and Layout had very strong positive correlations with every criterion of reading ability ($p < 0.001$) implying that these factors considerably affect students' comprehension and contribute to better reading performance. The strongest correlations occurred between the Visuals and Layout and background knowledge and cultural awareness, meaning that the visual attractiveness of materials plays an essential role in their effectiveness.

Table 12. Significant Relationship between the Contextualized Reading Booklet on Students' Reading Ability

Booklet Feature	Background Knowledge	Cultural Awareness	Linguistic Context	Social Context	Verbal Interpretation
Objectives	$r = 0.201^*$ $p = 0.014$	$r = 0.139$ $p = 0.090$	$r = 0.246^{**}$ $p = 0.002$	$r = 0.019$ $p = 0.820$	Weak to Moderate effect; partially significant
Contents	$r = 0.254^{**}$ $p = 0.002$	$r = 0.217^{**}$ $p = 0.008$	$r = 0.284^{***}$ $p < 0.001$	$r = 0.073$ $p = 0.376$	Moderate effect; significant except SC
Activities	$r = 0.485^{***}$ $p < 0.001$	$r = 0.429^{***}$ $p < 0.001$	$r = 0.453^{***}$ $p < 0.001$	$r = 0.420^{**}$ $p < 0.001$	Strong effect; significant across all indicators
Design	$r = 0.578^{***}$ $p < 0.001$	$r = 0.573^{***}$ $p < 0.001$	$r = 0.491^{***}$ $p < 0.001$	$r = 0.477^{**}$ $p < 0.001$	Very strong effect; significant across all indicators
Visuals	$r = 0.625^{***}$ $p < 0.001$	$r = 0.642^{***}$ $p < 0.001$	$r = 0.603^{***}$ $p < 0.001$	$r = 0.499^{**}$ $p < 0.001$	Very strong effect; significant across all indicators
Layout	$r = 0.652^{***}$ $p < 0.001$	$r = 0.659^{***}$ $p < 0.001$	$r = 0.559^{***}$ $p < 0.001$	$r = 0.487^{**}$ $p < 0.001$	Very strong effect; significant across all indicators

Thus, a carefully designed reading booklet may positively impact several aspects of students' reading skills. The role of contextualized instructional materials in promoting reading comprehension is widely acknowledged.

Test of Comparison between the means of the groups Contextualized Reading Booklet on the Students' Performance

A regression analysis involving multiple variables was performed to determine the degree to which Objectives, Contents, Activities, Design, Visuals, and Layout can predict the performance of students on the written examination. The current study has investigated the influence of contextualized reading booklets on students' reading performance.

Table 13. Significant Effect of Contextualized Reading Booklet on Students' Performance

Regression Statistics	
Multiple R	0.294555
R Square	0.086763
Adjusted R Square	0.048445
Standard Error	11.17363
Observation	150

ANOVA					Significance F
	df	SS	MS	F	
Regression	6	1696.186	282.697	2.26429	
Residual	143	17853.55	124.85	8	0.040596
Total	149	19549.74			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	23.17255	8.615642	2.68959	0.00800	5	6.142076	2	40.2030
Objectives	4.022344	2.093942	1.92094	0.05672	3	9	-0.11674	8.16142
Contents	-1.34495	1.961021	0.68584	0.49392	4	-5.22128	6	5.22128
Activities	1.933475	2.654822	0.72828	0.46762	8	-3.31429	1	7.18124
Design	2.178463	2.50444	0.86984	0.38584	5	-2.77204	9	7.12896
Visual	-5.85397	3.039702	1.92584	0.05610	9	-11.8625	3	0.15458
Layout	3.361511	2.555808	1.31524	0.19053	4	-1.69053	6	8.41355

The findings from the multiple regression analysis demonstrate that the combination of features of the Contextualized Reading Booklet is a predictor of the performance of the students in the written test ($F(6, 143) = 2.26, p = 0.041$). The variance explained by the predictor is about 8.7%. The majority of individual features were insignificant; however, it could be concluded that Objectives and Visuals had marginally significant effects on performance, meaning that clear Objectives and Visuals might have a slight impact on students' results. Overall, the findings prove that there are more influential factors besides the ones provided by the booklets in terms of test performance.

As far as the contribution of the features of the booklets into test performance is concerned, regression analysis demonstrates that the combined predictor was significant. The individual predictor that demonstrated a marginal effect on students' results was Objectives and Visuals.

Despite the large body of literature demonstrating the beneficial contribution of contextualization to reading activities, some research suggests that specific contextual features such as the medium or the context format used to present the texts might not exert any impact on students' results. Thus, no significant difference in reading ability performance was discovered when comparing texts presented in different contexts and formats.

According to the correlation analysis, there were mostly positive and significant associations between the Contextualized Reading Booklet features and the performance of students' reading abilities about Background Knowledge, Cultural Awareness, Linguistic Context, and Social Context. According to the correlation, Objectives, Contents, Activities, Design, Visuals, and Layout of the booklets were positively associated with the students' reading ability. The correlations for the Activity, Visuals, and Layout features were the strongest since they showed strong associations with the students' performance in reading ability. Multiple regression analysis also demonstrated that the combination of all predictors in the booklets positively predicted the performance of the participants in the written test ($F(6, 143) = 2.26, R^2 = 0.087, p = 0.041$). The analysis showed that the Individual predictor of the test performance was Objectives and Visuals.

IV. CONCLUSION AND RECOMMENDATIONS

In reference to the analysis of results based on the correlation and regression analysis, the study established that the features of the booklet have significant positive relationships with students' reading ability, and that the combined features significantly affect students' written test performance. As a result, both null hypotheses were rejected, confirming that there is a significant correlation between the Contextualized Reading Booklet and students' reading ability, and a significant effect on students' academic performance.

Despite the limited impact of the contextualized reading booklet on students' performance, its well-formulated goals and well-designed visuals have a certain effect on the educational outcomes. However, it is important to note that most students still operate at the level of "Moving Towards

Mastery," thus requiring further instruction and interventions to improve their performance in terms of reading. Therefore, the study concludes that the use of contextualized and culturally relevant reading materials plays a meaningful role in improving learners' reading development, although continued instructional support is still necessary to further strengthen academic outcomes.

Based on the findings and conclusions of the study, the following recommendations are proposed:

Teachers may integrate the contextualized reading booklet as guided instructional support while providing reinforcement activities, monitoring engagement, and facilitating discussions to strengthen both comprehension and application of reading skills.

Students are encouraged to use the contextualized reading booklet as a supplementary tool to engage with culturally relevant texts, connect reading materials to prior knowledge

and real-life experiences, and actively participate in interactive activities to enhance reading ability and critical thinking skills.

Researchers may further investigate the components and features of contextualized reading materials, examining how objectives, content, activities, design, visuals, and layout influence reading ability outcomes.

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