

INFLUENCE OF AUDIOBOOK ADVENTURE STORY IN READING COMPREHENSION SKILLS OF GRADE 1 LEARNERS

ABSTRACT

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KEYWORDS

reading comprehension; grade 1 students; punongbayan elementary school; instructional strategies; early education; audiobooks

ARTICLE ID

AASGBCPJMRA-B31146

This study examines the effect of audiobooks on reading comprehension in Grade 1 students at Raymundo Punong Bayan Elementary School. As audiobooks become increasingly popular in educational settings, this research aims to evaluate their role in improving vocabulary, text understanding, and narrative skills, thereby fostering literacy development and academic success, consistent with findings from previous studies (Callaghan, 2021). The study involved 38 Grade 1 students randomly selected from a total of 181 students at Punongbayan Elementary School through simple random sampling. Data were gathered using standardized pre- and post-tests, each containing 30 items, to measure reading comprehension before and after a week-long intervention involving daily audiobook sessions. Survey questionnaires were also used to collect additional data. The impact of the audiobook intervention was analyzed using statistical methods such as percentage, weighted mean, composite mean, ranking, and the z-test. The results demonstrated strong support for instructional methods designed to enhance reading comprehension. However, statistical analysis showed no significant relationship between the use of audiobooks and the reading comprehension skills of Grade 1 students, as indicated by a p-value greater than 0.05 and a low correlation coefficient. Consequently, the null hypotheses were accepted: there was no significant effect of audiobooks on reading comprehension (Ho1), nor a significant association between the challenges faced by students and their comprehension abilities (Ho2). These findings suggest that the difficulties encountered by Grade 1 learners impact their ability to understand and interpret reading materials. It is recommended that future research explore alternative instructional strategies, possibly combining audiobooks with other effective reading interventions to better support early literacy development. The findings underscore important implications for instructional strategies, particularly the potential of audiobooks to engage students and facilitate learning. This aligns with Constructivist theory, as articulated by Tamsen (2021), which posits that learners actively build their understanding by interacting with educational content. The study suggests that integrating audiobooks into literacy programs may effectively improve reading comprehension. Future research should investigate the long-term effects of audiobooks and their applicability across various demographic settings.

RECOMMENDED CITATION

Calderon, M. N., Habla, J., Itchon, E., Puso, M. J., & Rodriguez, B. (2025). Influence of Audiobook Adventure Story in Reading Comprehension Skills of Grade 1 Learners. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 38.