

SUSTAINING THE READING INTEREST IN ARALING PANLIPUNAN 3 THROUGH THE USE OF ILLUSTRATED LOCAL HISTORY

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ABSTRACT

The significance of illustrated tales that obscure local history was examined in this study. The purpose of the study was to maintain children's enthusiasm in reading by highlighting the importance of illustrated books for young readers. The significance of history and its influence on the current generation was also covered in this research. Moreover, as it would be a tool to increase the children's interest in reading, this study elaborated on the essence of illustrated stories to local history. The usage of illustrated stories in this study was not only to discuss the value of using them in the classroom, but also aid in the vocabulary and reading skills development of the young students. The study's use of illustrated stories engaged the students in the importance of using illustrated stories to teach local history. Children can comprehend what they are reading and learn to comprehend context and story analysis through the use of illustrations in picture books. When a child is having trouble reading, the illustration is a tremendous assistance to them in understanding the story, which can improve their reading comprehension. However, as local history played a significant role in this study, it also emphasized the importance of that history. It demonstrates how studying history imparts valuable abilities on us. It develops our critical thinking in viewing the world from different perspectives. Studying the local history will reflect individual identity, experience and aspiration.

Keyword: *illustrated tales, local history, enthusiasm, illustrated stories, critical thinking, tremendous assistance,*

1. INTRODUCTION

"The more you read, the more places you will go" this quote of Dr. Sheds implies that reading will take you to different places that bring a lot of various experiences and learning each day. According to the United States Department of Education, (2015) reading is the key to academic and life success. In today's technology-driven environment, reading is seen as a highly valuable talent. Reading, according to the US Department of Education in 2015, is one of the ways to acquire access to all of the world's knowledge. It was supported by Imran (2012) who stated that knowledge gained will attract people to read and to increase their knowledge. It was also shown that students' interest in reading has a strong positive association with their academic and personal achievement. When kids read, they obtain more knowledge, which allows them to have a broader and more comprehensive view on subjects.

Moreover, Eskey (2012) also cited that one can learn to read and improve their reading skills by reading. People who read a lot can become good readers because they are exposed to new terms. We cannot expose children to reading without their interest. So, in order for them to have interest in reading, let us first identify what makes them interested in reading. Babbin (2014) introduced the six reasons why kids refuse to read. According to her, *the format of the book does not interest them*. The experience of reading a paper-and-ink book is up against social media, video games, and fast online videos. Adults must assist children in slowing down and setting aside time to read. *They are not interested in the topic*. Books are boring," you may hear, but what a child is really saying is, "I need help finding something to read that interests me." Sometimes well-intentioned adults push children away from what they want to read, which can deplete a child's motivation. *They are not interested in the topic*. Children who dislike reading have probably never experienced the delight of being lost in a story's magic or learning something new about a beloved subject. As a result, reading may appear to be a lot of work for no apparent reason. *They do not see the point of reading*. When children encounter a long page full of text, they may simply shut down. It can feel like running a marathon or climbing Mount Everest to get through all of those sentences.

2. REVIEW OF RELATED LITERATURE

Students have a better grasp of the world through Araling Panlipunan. In various times, places, and circumstances, they learn about other people and their ideals. They also gain a better understanding of their surroundings and how they are changing. AralingPanlipunan (Social Studies) is a course of study that focuses on human relationships and how societies work. It is a part of

the school curriculum that focuses on the study of social relationships and the function of society that includes classes in history, government, economics, civics in sociology, geography, and anthropology.

According to Acojifdo (2021), it focuses on instilling in the students a feeling of nationalism and the importance of civic involvement, social studies is one of the most crucial courses in the basic education curriculum. It is a field of study that deals with interpersonal relationships and societal dynamics. Additionally, social studies imparts to today's students the knowledge, abilities, and attitudes they need to be more aware of the involvement in modern society (Crisolo et al., 2021). In order to make wise decisions regarding matters affecting them, especially as they get older, social studies education enables students to comprehend the society in which they live. Students learn historical literacy and reasoning through social studies as a means of navigating our world according to Athlos Academies (2019).

2.1 Learning Problem of Araling Panlipunan

The pupils exhibit a variety of undesirable behaviors during the Araling Panlipunan class, according to the researcher's informal interview. Some of it is due to students not paying attention during the conversation, not completing all of their homework, and being motivated to learn about all the topics. While pupils in Araling Panlipunan class misbehave due to difficulties with the memorization, including difficult ideas in economics, difficult locations in geography, and difficult dates and events in history. These issues are primarily the result of the teaching methods employed. The study revealed that pupils inability to deal with every situation effectively has the biggest impact on their misbehavior in Araling Panlipunan, their failure to learn the lesson, their inability to meet the standards of the topic and their extremely low degree of accomplishment in the subject according to Cosme (2019).

The learning of history in schools cannot be said to be without problems and challenges. Some studies (Cobbold & Opong, 2013a; Ruto, 2015) highlight several factors that affect the learning of history. As stated by Opong & Cobbold (2013) Even when approved approaches were followed, they were not done so in an appropriate manner by history professors. Additionally, it was discovered that instructional resources were rarely employed in history lectures since they were either completely unavailable or insufficient. It was determined that the quantity of history periods in the school schedule was insufficient to cover the complete curriculum. Additionally, it was discovered that the students had negative opinions on the topic since they saw history as a list of facts that needed to be memorized. Ruto (2015) examined the difficulties with managerial support for history and government education. It was discovered that the majority of the difficulties in learning the subject spanned from poor instructional materials to lack of teacher motivation. Although textbooks, maps, charts, and other educational materials were something that schools could offer and encourage, they were insufficient for learning. Additionally, psychologists advise that we discover the right amount of challenge for our kids. Students will not be motivated to work harder if our tasks are too simple. If tasks are overly challenging, students struggle, make lots of mistakes, and may lose interest rather than improve (The American Historian, 2018). Marilla Svinick (2015) said that learning is most effective when there is just the appropriate amount of challenge (the "Goldilocks Principle", according to psychologist), but she also notes that if our aims are to assist students apply their knowledge and abilities to new settings, it can be beneficial to assign assignments that call for a little effort. As asserted by Hulleman and Baron (2016) learning research implies that it is not enough to provide pupils with projects that are challenging enough; we also need to offer them with assignments that are clearly well-structured, as well as low-risk opportunities to practice challenging abilities. Before we criticize their performance, we should provide them constructive criticism. The "scaffolding" that holds them up must be taken down, and highly important tests or projects. When students see an increase in their knowledge and an enhancement in their better performance raises their "expectancy" which is a crucial component of motivation.

Local Literature Encarnacion (2013) stated that learning technologies should shift their role from being conveyors of information to a means for engaging students, Del Mundo (2013), A majority of students are dissatisfied with the teaching method because history teachers primarily use the lecture method and infrequently provide feedback after exams, which is also revealed by inadequate of books and other teaching material, failure utilized audio-visuals aids in teaching, and inadequate education measures were some of the defects located. For the pupils, reflection is crucial. Focusing on learning's advantages and disadvantages and where development is required really helps.

2.2 The Role of Local History in Araling Panlipunan

Local history helps students better understand their community, as well as the inequities in education, poverty, health outcomes and other issues that they see around them everyday Dillard (2019). One of the most significant intellectual endeavors in a child's education is history. We all live in the now and make plans for the future, but how do we know where we're heading and how far we've come? To grasp where you're going, you must first comprehend where you've come from. You'll need an understanding of history for that. One of the most renowned and valuable academic subjects your child will study is history (Nord Anglia 2020). As asserted by David Cabtree (2001), history is significant. This assertion would have seemed self-evident in the previous eras. Ancient cultures spent a lot of time and effort teaching their youngsters about their ancestors. The past was supposed to aid a child's understanding of himself. Modern society, on the other hand, has abandoned the past. We live in a period of fast development and advancement. We want to define ourselves in terms of our goals rather than our origins.

As cited by Ayers (2010) we must read in order to be able to comprehend the meanings of those productions with a critical eye in order to live responsibly. Since history is created everyday, a new historical record is displayed on every newscast, front page, online video, cartoon and blog. According to the University of the People, history is what created the world as it is today, and it is crucial that people study it in order to appreciate and comprehend how the world functions. Understanding history is what enables one to draw lessons from the past and plan for the future. The primary objective of teaching social studies, according to Dajuya (2019), is to prepare pupils to be responsible citizens. With a background in social studies, children grow into adults who can participate civilly in our democratic society. Social studies connects students with the real world. We live in a diverse society, one that requires knowledge of social studies to succeed. Students must be ready to interact with people from different communities and cultures in today's interconnected globe. The topics covered in Araling Panlipunan include history, economy, politics, and even the government, constitution, and society. The subject's content should be taught in an accurate and thorough manner because it is quite objective in nature. She continued by saying that Araling Panlipunan will foster in them a positive sense of self that is both personal and national. However, as cited by Athlos Academies (2019) through social studies, students develop historical thinking and literacy as a way of navigating our world. In addition to that, she also supports the idea of Ndiaye that said students can explore the local history of the community in which they live through written and spoken stories, through landmarks and parks, and through traditions such as food, festivals, and other events of community or of individuals families.

2.3 The Relevance of Illustrated Stories in Learning Araling Panlipunan

Illustrated stories are an important aspect of learning to read for young readers. For many children, this type of style was the initial step in introducing them to reading and the beginning of their language development. These increase beginner-level vocabulary skills, introduce sentence structure, and build story analysis in libraries that contain them to promote reading to young readers. Mitchel (2018) explains that the function of illustrated story books is to help children with the development and the development of emotions, can help the children to learn about others, existing relationships and the children appreciate beauty, and can help the child to stimulate the imagination. She added that children's educational materials and toys, especially books on children's education and laying the foundation for adaptable individuals.

According to EBSCO (2017), illustrated stories will aid the learners in comprehending what they are reading, allowing novice readers to examine the plot. If children are having trouble understanding the words, the drawings can assist them in figuring out the story, increasing their comprehension. As cited by Pike, Barnes, & Barron (2010) said that illustrations are increasingly prominent and dominant almost in all children's books. It was stated that the illustration books help the children a lot from learning as well. However, Cheung (2012) said that picture books help the development of children. Its advantages to children are to adjust the mental development or the understanding of the children who are still in concrete thinking and more efficient for children in understanding the story content illustrated. Hence, Agyul Aygun & Oya Abaci (2014) support the idea that illustrated story books are very necessary as a medium of learning for elementary school so that the students, according to them, are able to understand the material quickly and accurately. He added that pictures stimulate and promote children's interest in books. However, according to him, pictures as first order symbols exhibit familiar experiences with children are likely to identify more easily. Furthermore, pictures that explicitly portray information in the text basically, pictures that repeat exactly what the text says will facilitate performance on the test of that information. Moreover, teachers and parents can spend time discussing the story, visuals, and vocabulary in picture books. This instills confidence in young readers and helps them to discuss what they see on the page, what transpired in the novel, what the characters are up to, and what events have occurred (EBSCO, 2017). According to Reading Partners (2012), allowing them to gaze at the pictures will help them remember what happened in the story as they improve their sequencing skills. If they guess incorrectly, it might be utilized as an opportunity to go over the section again. This gives the opportunity to double-check understanding. Furthermore picture books teach children to make predictions and conclusions about what will happen next. They can make an educated estimate about what will happen next in the story by combining the word with the expression and the environment depicted in the photos.

Elizaveta Akimoval (2020) said that an illustration can explain an idea even without the text nearby. People who look at the pictures should see the story "read" as they would read the text. To tell a story with an illustration means to explain a certain context only with the help of an image. Illustrations are used to convey information that words alone cannot convey. Kids might rapidly become bored while reading a book. This is when illustrated books come into play. Reading is more fun when the book is illustrated. A book with a mix of art and storytelling is always preferred by children over a book with a lot of words. Illustration can completely replicate the story's representation from the text. They also make the story more accessible to children by simplifying it. It also fosters a love of art and literature in children. It inspires them to be more creative and appreciates the beauty of art (maillustration 2019). One of the reasons that storytelling works in the social studies classroom is because shared stories create a shared community with a common language (Bishop & Kimball, 2006). Social studies presents knowledge of human experiences, while art has the power to provide an intimate understanding of human experiences through personal encounters that yield insights. Art, as a way of knowing, presents a kind of knowledge that the facts and abstractions of social studies cannot make known.

The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading, its importance to overall school success and more specifically to reading comprehension is widely documented (Baker, Simmons & Kame'enui, 1998, Anderson & Nagy, 1991). The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text readers cannot understand text without knowing what most of the words mean, "Teaching

vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word, identification skills or adequate vocabulary will ensure failure” (Biemiller, 2005)

Vocabulary learning helps acquire language, develop the learners reading proficiency, and is beneficial for reading comprehension (Tozcu & Coady. 2004). Learning the vocabulary encompasses four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First, the discrimination stage involves distinguishing sounds and letters. It helps in speaking, listening, reading, and writing because by distinguishing sounds, the learners pronounce words correctly and understand them when they read or hear. Secondly, understanding meaning involves understanding the concept of words by relating them to their referents. Thirdly, the remembering stage consists of the ability to retain the meanings. Fourthly, the consolidation and extension stage refers to learning new vocabulary and its integration in the learners’ vocabulary system (Grauberg, 2007). However, learning the vocabulary usually causes a heavy burden on the learners. In other words, languages are productive and they continually create and add new words to their vocabulary stock. Oxford (2000) argues that generally, no rules are followed in learning the vocabulary as used in learning the grammar. Students usually encounter hundreds of words that they need to learn and practice during their studies.

3. METHODOLOGY

3.1 Research Design

The researcher utilized quantitative research design in this study. This study was aimed at students reading interest of the third grader of Caatijan Elementary School. Hence, this was utilized in order to achieve the research objectives.

3.2 Research Instrument

The research instrument is conducted through interviews with various respondents from different places to provide information needed to address the existing problem found. The researcher focused on how to solve the reading problem of the students in Caatijan Elementary School.

3.3 Respondents of the Study

The respondents of this research were the grade 3 learners of Caatijan Elementary School

4. Tool

Story pictures are commonly regarded to add in capturing children’s attention to stories and facilitating their understanding and memory of what is being read to them. Studies of preschool children’s visual attention during story demonstrate that they are overwhelmingly focused on the drawings rather than the print according to (Evans and Saint- Aubin, 2005; Justice et al., 2008). In any event, it appears that drawings could be beneficial in the context of a narrative reading where an adult encourages or “ scaffolds” children’s attention to and understanding of the illustrations. Both the child and the reader may ask questions and make comments about the graphics and text when a parent or other adult reads a story to them. According to research on adult-child story reading, several forms of story-reading practices help children process stories better. For example, both vocal and nonverbal adult references to print boost toddlers, references to print (Justice et al., 2002,2008). The illustrated stories generated by the researcher were written in Filipino and English languages. The stories are the following, Saan Nanggaling ang Pangalan na Caatihan (Where Did The Name Caatihan Came From), Ang Unang Alkalde ng Boston (The First Mayor of Boston) and Kaugaliang Pamumuhay ng mga Manobo (Traditional Way of Living of Manobo People).

4.1 Saan Nanggaling ang Pangalan na Caatihan? (Where Did The Name Caatihan Came From),



Nagsimula ang lahat sa isang taong nanggagalang Inindanan. Siya ay nadakip ng mga sundalo noong panahon ng giyera sa Boston. Siya ay binihag ng mga sundalo ngunit pinalaya rin kalaunan dahil sinagot niya ang mga katanungan nila.

It all started with a man named Inindanan. He was captured by soldiers during the war in Boston. He was captured by the soldiers but was also later released because he answered their questions.



Sa kanyang paglalakbay, isang malawak at malapad na tubig ang kanyang nadaanan. Nang siya ay nakaramdam ng pagod ay nagpahinga siya sa naturang lugar hanggang siya ay nakatulog at hindi niya namalayan na inabot na pala siya ng gabi.

On his journey, he passed through a wide body of water. When he felt tired he rested in a place until he fell asleep. When he was tired, he did not realize that the night had reached him.



Sa kalagitnaan ng kanyang mahimbing na tulog, isang diwata ang nagpakita sa kanyang panaginip. Sinabi ng diwata na kailangan niyang gumawa ng maliit na bahay na tinatawag na payag o "Liyan" sa dayalektong Manobo.

In the middle of his deep sleep, a fairy appeared in her boredom. The fairy said that he had to make a small house called willing or "Liyan" in the manobong dialect.



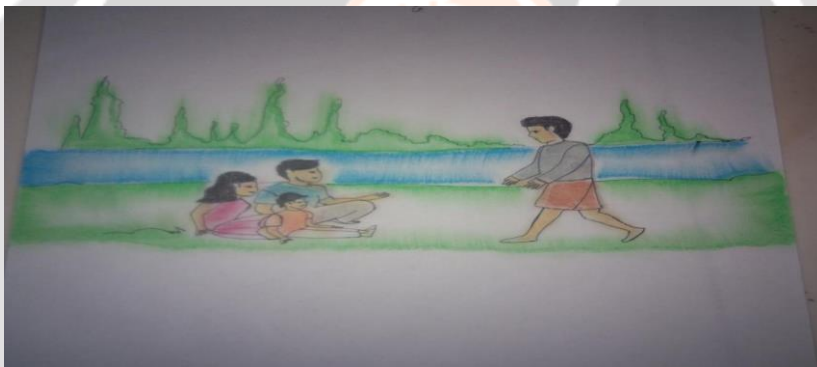
Kinabukasan gumawa agad siya ng payag sa nasabing lugar. Nang magawa niya iyon ay doon na siya nagpahinga at natulog. Sa pangalawang pagkakataon, ay muli na naman nag-nagpakita ang diwata sa kanyang panaginip at sinabi nito na kailangan na makagawa siya ng simbahan at tatawagin itong kamalig.

The next day he immediately made a house in the said area. When he did that, it was there that he rested and slept. The second time, the fairy appeared again in his dream and said that he needed to build a church and call it a kamalig.



Kinaumagahan ay gumawa nga siya ng simbahan ayon sa sinabi ng diwata sa kanya. Ang paggawa ng simbahan ay natapos niya ng ilang araw at doon na rin siya sumsamba at nagpasalamat sa kanyang dios.

The next morning he made a church according to what the goddess told him. He finished building the church for a few days and there he worshiped and thanked his god.



Isang araw, may nakita siyang mag-anak na nagpapahinga sa nasabing lugra kung saan malapit sa malawak at malapad na tubig. Sa kanyang palagay, ang mag-anak ay galing pa sa Boston kung saan naganap ang giyera. Pinuntahan niya ito at niyaya na doon sa kanyang ginawang bahay magpahinga at magpalipas ng gabi. Sumapit ang gabi at sila'y nagpahinga at natulog ng mahimbing

One day, he saw a family resting in the said place which is close to the wide and vast water. He saw that, and he thought the couple was from Boston where the war took place. He went to them and invited to rest and spend the night in his house. Night came and they rested and slept soundly.



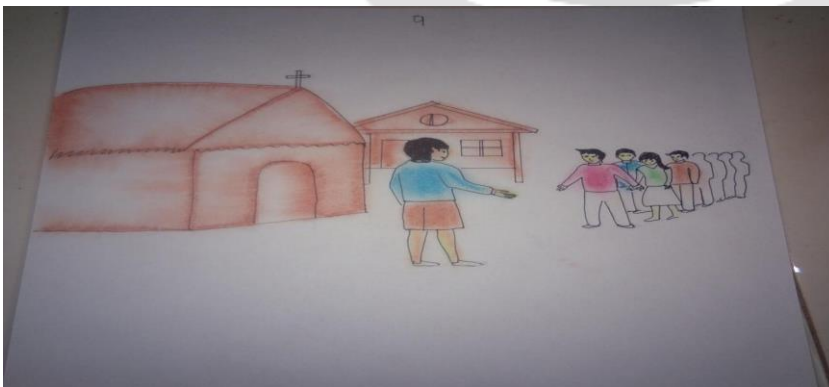
Sa pagkakataon ay muli na namang nag-pakita ang diwata sa kanyang panaginip. Sa kanyang panaginip, sinabihan siya ng diwata na kailangan niya gumawa ng malaking bahay para sa mag anak.

On the third occasion, the fairy appeared again in his dream. In his dream, the fairy told him that he needed to build a big house for the family.



Kinabukasan, ay sinimulan nga niya ang paggawa ng malaking bahay para sa mag anak at sila ay nagtulong-tulong para dito. Ilang araw din ang lumipas bago ito tuluyang nabuo.

The next day, he started building the house and they helped with it. A few days also passed before it was finally formed.



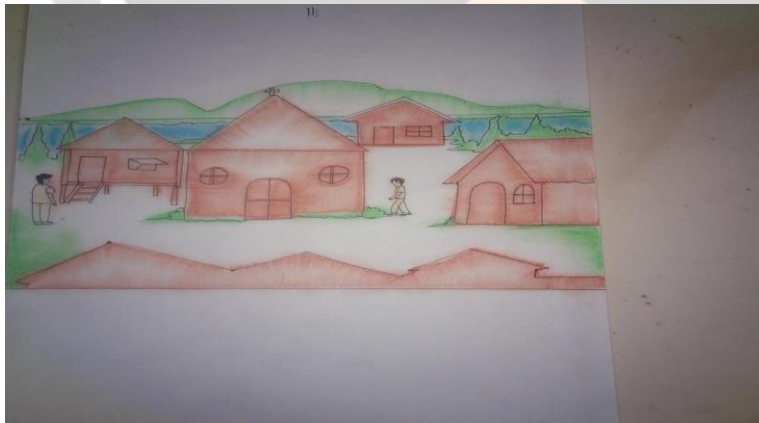
Dumaan pa ang ilang mga araw, maraming mga taong nagmula sa giyera ang napadpad sa nasabing lugar kung saan siya nagtayo ng bahay ar simbahan. Hindi rin nagtagal, marami na rin ang naninirahan doon at kalaunan ay doon na rin sila naghanapbuhay sa mahabang panahon.

A few days later, many people from the war were stranded in the said place where he built a house and a church. It did not take long, many people also lived there and later they also worked there for a long time. The area which used to be a forest has gradually been built with small houses for the family



Ang lugar kung saan ay dating kagubatan ay unti unti nang natayuan ng maliit na bahay para sa mag anak. Hindi rin nagtagal ay nagkaroon na rin si Inindanan ng sariling pamilya at don narin naghahanap buhay kasama ang mga tao.

The area which used to be a forest has gradually been built with small houses for the family. Not long after, Inindanan also had his own family and also made a living with the people there.



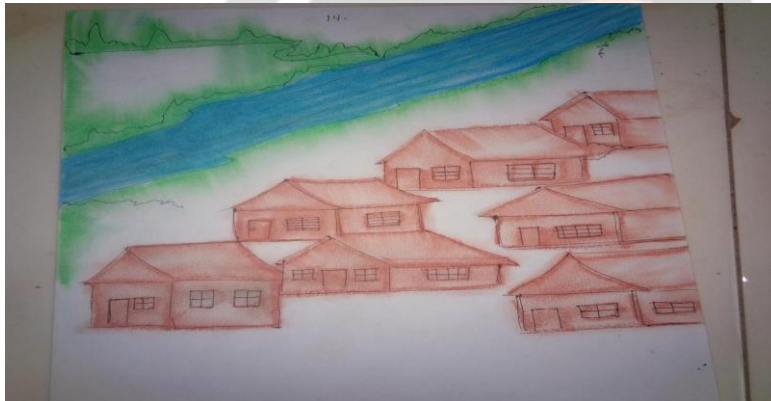
Lumipas ang mahabang panahon, dumating ang tagtuyot. Ang tubig na malapad at malawak sa kagubatan ay natuyo. Nang mangyari iyon ay tinawag ito ng mga tao na "nautihan" na ang ibig sabihin ay nawalan ng tubig.

A long time passed, and the river dried up. The water that was wide and vast in the forest dried up. When that happened people called it "nautihan" which means drought.



Lumipas ang ilang buwan, muli na namang nagkaroon ng tubig ang naturang lugar. Hanggang sa dumating ang panahon na tuluyan na naging ganap na lugar ang dating kagubatan lamang dahil sa unti-unti itong nagkaroon ng mga tao kasabay nito ang pagtayo ng maliliit na bahay.

A few months later, the area was flooded again. Until the time came when the former forest became a full-fledged place only because it gradually became a place of humans, at the same time we built small houses.



Sa mahabang panahon napansin ng maraming tao na nag malawak at malapad na tubig ay nawawala tuwing tag-init at bumabalik rin kalaunan. Hindi nagtagal, ang dating kagubatan ay naging ganap na lugar at ito'y tinatawag na nautihan ng kalaunan ay tinawag na na ring kat-ihan na nangangahulugang tubig na biglang nawawala at muli ring babalik.

For a long time it has been the attention of many people that the vast and expansive water disappears every summer and also returns eventually. Soon, the former forest became a full-fledged place and it was called nautihan which was later called kat-ihan which means water that suddenly disappears and comes back again.



Hanggang sa lumipas ang mahabang panahon, ang lugar ay tinawag na kat-ihan na naging tanyag sa pangalang Caatihan dahil sa dayalektong Bisaya. Ang tubig na malawak at mapalad sa kagubatan na natuyo nang dumating ang tagtuyot ay siyang naging ugat sa pangalan na Caatian sa mahanabng panahon.

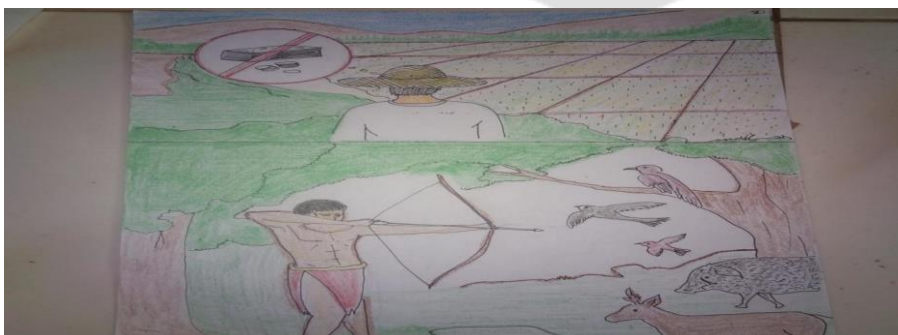
Until a long time passed the place was called kat-ihan which became famous by the name Caatihan because of the Visayan dialect. The water that is wide and vast in the forest that dried up when the dry season came has been the root of the name Caatihan for a long time.

4.2 Tradisyunal na Pamumuhay ng mga Manobo(Traditional Way of Living of Manobo People).



Ang tribong Manobong ang pinagmulan ng ating mga ninuno na nagpakita na tayo ay kabilang sa tribong Mandaya. Isa sa ating nakaugalian ay ang pananamit na nagpapakita ng kapamituganan. Ito ay nagpapahiwatig na tayo ay kabilang sa tribo ng Manobo. Ang mga kasuotang Manobo ay pinapahalagahan hanggang sa ngayon.

The Manobo tribes are the origin of our ancestors who showed that we belong to the mandaya tribe. One of our habits, such as dress, shows our decency. This indicates that we belong to the tribe of Manobo. Manobo garments are valued up to this day.



Ang kanilang hanapbuhay ay panghuhuli ng baboy ramo o pangangaso gamit ang tinatawag na batik. Hindi gaano kahalaga ang pera noon hanggat mayron kang itanim mabubuhay ka, tulad ng pagtanim ng palay at mais.

Their occupation is hunting wild pig or baboy ramo and hunting with the use of so-called batik. Money was not so important then as long as you have something to plant, you can survive, like planting rice and corn.



Maraming paraan ang paghahanap ng pagkain tulad ng pangangaso ng mga hayop gaya ng wild bird (Unggas), deer, (Usa), at maging sa ibat-ibang ibon tulad ng limokon, tamisi, sayaw, at marami pang iba.

There are many ways to find food like hunting animals such as deer (Usa), wildbore (yas) and even with various birds such as wild bird (Unggas), limokon, tamisi, sayaw, and many more



Noon kailangan pa ng ating ninuno na magtagal sa kagubatan ng isang linggo para maghanap ng pagkain at manghuli ng hayop.

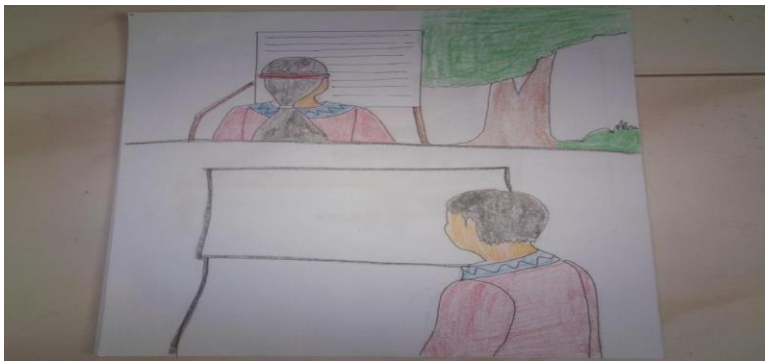
Kapag mayroon na silang hilu ay umuuwi agad sila upang ibahagi ang nahuling hayop sa pamilya at sa ibang tao.

Back then our ancestors still needed to linger. Our ancestors had to spend a week in the forest looking for food and hunting animals. When they have a prey, they go home immediately to share the prey with the family and other people.



Naniniwala rin sila sa mga diyos ng kagubatan atg sa mga bato. Naipapakita pa rin ang pagdarasal ng pinaniniwalaang diwata bago mag-ani ng palay upang magkaroon ng masaganang ani at maging ang pangangaso sa kagubatan upang sila ay makahanap at makahuli ng mga hayop.

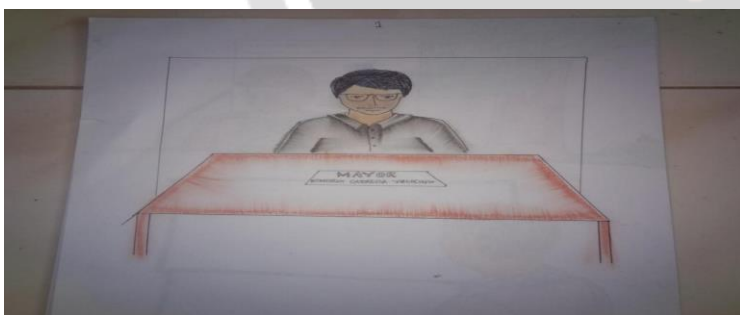
They also believe in the gods of the forest wood and even stone. It is still shown to pray to the goddess before harvesting the rice in order to have an abundant harvest and even to hunt animals in the forest so that they can find and catch animals.



Sa ngayon, hindi na lingid sa kaalaman natin Traditional Indigenous People na nasa Republic Act 8371 na nakasaad sa konstitusyonal na batas. Inilathala rin ang IPMR o tinatawag na Indigenous Person Mandatory Representative at tribal officials. Maayos na tayo ngayon dahil sakop na tayo ng gobyerno sa pamamaraan ng NCIP o National Commission on Indigenous Peoples.

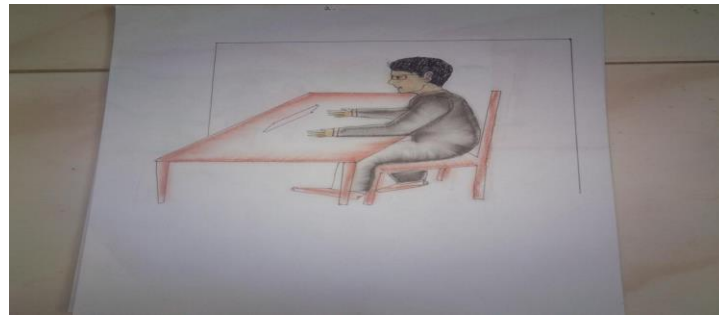
By now we know the law regarding traditional Indigenous People which is in Republic Act 8371 of our constitution. Published the IPMR or so-called Indigenous Person Mandatory Representative and tribal officials. We are fine and fortunate now because we are already covered by the government of the NCIP or National Commission on Indigenous Peoples

4.3 Unang Alkalde ng Boston (The First Mayor of Boston)



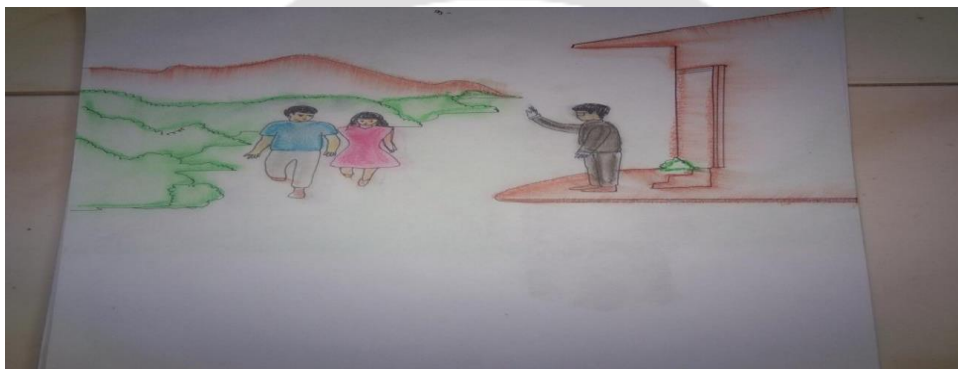
Isang mabait na tao ang naging unang alkalde sa munisipalidad ng Boston. Siya ay kinikilalang Honorio Cabrera Yucosing. Naging alkalde siya sa edad na limapu't limang taong gulang at sampung taong gulang nanungkulan sa munisipalidad ng Boston.

A kind man became the first mayor in the municipality of Boston. He was Honorio Cabrera Yucosing. He became mayor at the age of 55 years old and ten years in office in the municipality of Boston.



Naging maayos ang kanyang panunungkulan sa panahon na iyon. Marami ang natuwang mamamayan sa kanya dahil siya ay mabait at hindi sakim sa pera ng bayan

His tenure went well at that time. Many people liked him because he was kind and not greedy of the people's money.



Siya ang kauna-unahang alkalde ng Boston na nag-pagawa ng daan gamit ang paggapas at pag-alis ng damo mula sa Boston hanggang sa Caatihan.

He was the first Boston mayor to build a road using mowing and weeding from Boston to Caatihan.



Sa panahon na iyon ay walang ibang kasangkapan tulad ng mga makinarya o makabagong teknolohiya na maaring gamitin sa paggawa ng daan.

At that time there were no other tools such as machinery or modern technology that could be used to build the road.



Ngunit dahil sa mabuting pakikitungo ng alkalde sa Boston, ang mga tao ay nagkaisa sa paggawa ng daan gamit lamang ang paggapas ng damo. Namatay si alkalde Honorio Cabrera Yocusing noong 1980. Sa kanyang paglilingkod ay marami ang natuwa sa kanya. Ang mabuting pakikisama niya sa kanyang mga nasasakupan ay namalagi sa isip at puso ng mga tao kahit na siya ay sumakabilang-buhay na.

Because of the hospitality of the mayor in Boston, the people were united in making the road using only a lawn mower. Mayor Honorio Cabrera Yocusing died in 1980. During his service many people rejoiced in him. His good fellowship with the people still remained

5. SUMMARY AND RECOMMENDATIONS

Based from the data findings throughout the study, the researcher can conclude the following:

1. The illustrated stories in local histories can be used to sustain the reading interest of the children.
2. The illustrated stories of local history can be a guide for teachers in teaching history. Its contents are interesting events and facts that could lead children to appreciate the past.
3. The said tool can be a model in representing the value of history in our lives. In fact, the future researcher may be able to use the tool as a guide or basis for him/her to make the same flow of research.
4. Other schools or municipalities may have the copy of the tool for them to be used in teaching and learning. Basically, other schools may have the idea to do the same based on the given illustrated stories as a method to engage the children in the process of learning. Moreover, various schools can use the aforementioned instrument to carry out the same study. By getting involved in the story, teachers may help sustain the students' interest in learning
5. The aforementioned tool will also be very helpful to teachers and learners in identifying the historical causes of the present, and it will provide them more information to explore and enjoy the places where the items, people, and events occurred. The learners can easily understand what they read by using illustrated narrative, particularly in local histories. According to Ebscopost (2017), picture books will aid in the development of language abilities since they make it easier for students to understand what they are reading and speaking aloud. The tool will aid the learner in understanding various points of view and diverse cultural backgrounds. By comprehending the identities and opinions of the individuals; it will have an impact on their lives. According to Maillustration 2016, illustrations in children's books can actually aid in a child's overall development by piquing readers' imaginations, sharpening their perception of the plot, and enhancing their capacity for observation.

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