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**“PROJECT LIBRO: LITERACY INTERVENTION IN BUILDING READING COMPREHENSION:
PROVISION OF SPECIALIZED INSTRUCTION/INTERVENTION AMONG
GRADE IV-APITONG PUPILS IN GANADO ELEMENTARY SCHOOL”**



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ABSTRACT

The COVID-19 Pandemic had a significant impact on the Philippine educational system. With a sudden shift of learning from face-to-face classes to modular distance learning, both parents and pupils had a hard time adjusting to the way instruction is delivered. This leads to a negative impact on students' reading development. As schools reopen for regular classes, several problems arose affecting the learner's capabilities to understand the competencies that they must acquire in various learning areas due to problems in reading literacy.

This research aims to address the gaps and strengthen the reading proficiency of the Grade IV-Apitong Pupils and nurture a culture of reading which is a requisite skill in all learning/content areas through the initiative of “Project LIBRO: Literacy Intervention in Building Reading Comprehension: Provision of Specialized Instruction/Intervention among Grade IV-Apitong Pupils in Ganado Elementary School. Its main goal is to develop one's reading skills through the elements of reading: fluency, and comprehension.

The study involved a pre-test assessment to establish a baseline of the pupils' reading skills. Subsequently, specialized instruction and intervention measures were implemented over five consecutive weeks. Various aspects of reading fluency, such as mispronunciations, omission, word

substitutions, insertions, repetition, reversal, and transposition, were assessed, alongside comprehensive reading comprehension evaluations.

The findings demonstrated a remarkable improvement in both fluency and comprehension. The pre-test results indicated a diverse range of fluency and comprehension levels among the students. The pupils showed a consistent and substantial improvement in their overall fluency levels, transitioning from an "instructional level" to an "independent level" of reading proficiency.

Moreover, in the realm of reading comprehension, the pupils exhibited significant growth in their mean comprehension scores. The study indicates that the intervention program had a profound and consistent impact on their reading comprehension abilities, culminating in a substantial increase in mean scores.

Project LIBRO has demonstrated the remarkable effectiveness of targeted interventions in enhancing reading skills among Grade IV pupils. The program has not only led to a reduction in reading errors but has also substantially improved comprehension levels. These results suggest the potential for lasting and sustainable gains in reading proficiency.

Keywords: *Comprehension, Educational Implication, Fluency, Literacy Intervention, Specialized Instruction, Reading Skills*

INTRODUCTION

Literacy intervention is a set of various strategies and activities designed to support students who are struggling with reading and comprehension skills. Building strong reading comprehension skills is essential for academic success, as reading is an integral part of almost every subject, for the reason that reading serves as the basic building block for learning, regardless of the learning subjects, such as English, Arts or even Math. In daily life, reading and understanding street signs or medicinal prescriptions prove that reading is also an important life skill. According to (Scola, 2002), the ability to read proficiently is a skill that is vital to the success of all students both in school and in life. It ultimately affects the life of students as they transition into the workforce (Friedman, 2004). Pupils who struggle with reading and comprehension may fall behind in their studies and experience frustration, anxiety, and lower self-esteem.

Several factors may contribute to the pupil's difficulty with regards to reading comprehension, such as challenges with decoding, a limited vocabulary, a lack of background knowledge, or inadequate comprehension strategies. The aim of literacy intervention programs is to address these

issues through various methods, including provision of specialized instruction, small group work, and structured reading activities.

One of the main goals of literacy intervention is to build students' reading fluency and comprehension. Reading fluency is an essential skill for academic growth more generally, and children who struggle with it may find it difficult to acquire other topics as they progress through the grades. (Domingue, B. 2021) stressed that reading is kind of a gateway to the development of academic skills across all disciplines. It's a key that opens all the doors. If a kid can't read effectively by third grade or so, they're unlikely to be able to access content in their other courses. To be proficient readers and writers, students must build their vocabularies and learn strategies for coping with difficult words" (Gunning 2008, p.226).

On the other hand, reading comprehension is a complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text (Philippine Informal Reading Inventory Manual First Edition 2018, p.697). Students who are struggling readers experience increasing difficulty as they progress through their

school career. Failure to read at grade level can lead to grade retention and, in turn, loss of interest and motivation to succeed in school (Annie E. Casey Foundation, 2009, p. 42). Lewkowicz (2000) confirmed that the majority of students who leave the elementary setting without a strong foundation in literacy only continue to fall further behind their classmates when they reach secondary school. Both skills are vital for the academic success of each learner since these skills enable them to read and comprehend complex texts across all subjects.

In working with struggling readers, teachers have to assist them to perform at their current level rather than at their grade level. It is important to make them feel successful and confident. A critical aspect of this is the provision of appropriate texts. Teachers should focus on developing fluency at the level these students are currently in before providing more difficult materials or at-grade level texts. These students should exhibit behaviors that show fluent reading. The teacher's goal then is to help them transition from being struggling readers to being good readers. (Philippine Informal Reading Inventory Manual First Edition 2018).

METHODOLOGY

The study utilized Quantitative Analysis as the Study's Research Design wherein comparative analysis like mean, standard deviation and t-test was made between the pre-test and post-test results to assess the impact of the intervention. Data from the weekly intervention were also analyzed to monitor progress during the program.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. In the preparation phase, the researcher prepares the necessary tools and materials that contain the reading passages needed to improve pupil's fluency and comprehension.

Phase II. Data Gathering Stage. Implementation of the study requires the teacher to monitor the reading progress of the

pupils. This stage involved the collection of data from Grade IV Apitong pupils in Ganado Elementary School to evaluate their reading skills and track progress before, during and after the intervention. The study selected appropriate tools, such as the PHIL-IRI (Philippine Informal Reading Inventory), to assess fluency and comprehension levels.

Phase III. Data Analysis Stage. Retrieval of all gathered data from the respondents. The researcher performed initial reading and familiarization of the transcript of responses. Statistical analysis was performed on the collected data to identify trends, improvements, and variations in reading fluency and comprehension levels over time.

Phase IV. Summary and Interpretation Stage. In this phase, the researcher summarized and interpreted the findings.

Phase V. Reporting. Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

The study explored the teacher's workload, current situation, and challenges as they face the new normal in education. Furthermore, the study investigated the recent underlying principles, concepts, and contexts of respondents.

Question 1. What is the level of reading skills of Grade IV-Apitong pupils based on PHIL – IRI pre-test and post test results in terms of:

1.1 fluency

- The level of fluency among Grade IV Apitong pupils, as indicated by the PHIL-IRI pre-test results, was relatively lower. The pre-test revealed challenges in fluency, with issues such as mispronunciations, omissions, word substitutions, insertions, repetition, reversal, and transposition.
- However, the post-test results showed a significant improvement in fluency. The pupils made considerable progress in reducing errors across various categories, indicating a higher level of fluency after the intervention.

1.2 comprehension

- In terms of comprehension, the pre-test results indicated a moderate level of reading comprehension among Grade IV Apitong pupils. The mean pre-test score was 2.90 with a standard deviation of 1.09.
- The post-test results demonstrated a substantial improvement in comprehension. The mean post-test score of 5.57 indicated that the pupils achieved a much higher level of comprehension after the intervention.

Question 2. Is there a significant difference between the results of PHIL-IRI Pre and Post assessment?

- There is a significant difference between the PHIL-IRI pre and post assessment results. The pre-test results indicated lower levels of fluency and comprehension, while the post-test results showed significant improvements in both areas. This difference suggests that the intervention program had a significant positive impact on the pupils' reading skills.

Question 3. What are the implications of the proposed reading intervention measures to the reading performance of the respondents?

- **Improved Fluency:** The intervention program effectively addressed fluency issues such as mispronunciations, subtractions, word substitutions, and more. This improvement is crucial for enhancing reading comprehension, as fluency forms the foundation of effective reading.
- **Enhanced Comprehension:** The substantial increase in comprehension levels after the intervention is a promising outcome. Improved comprehension is essential for students to understand and engage with their reading materials more effectively.
- **Consistency and Sustainability:** The sustained progress observed throughout the intervention weeks suggests that the proposed measures

have the potential to maintain and further enhance reading skills over time.

- **Positive Impact on Education:** The study's results can influence educational practices and policies by demonstrating the effectiveness of targeted interventions in improving literacy skills. The success of Project LIBRO can serve as a model for other educational institutions seeking to enhance reading fluency and comprehension among their students.

DISCUSSION

The three-phase assessment process emphasized the importance of continuous monitoring and feedback in literacy intervention programs. It reinforced the idea that reading comprehension is a skill that can be developed over time with targeted instruction and specialized interventions. The progress monitoring tool allowed for immediate adjustments in the teaching strategies, ensuring that students received the support they needed as the program unfolded.

This study made the teacher-researcher realize to underscore the importance of data-driven decision-making in the educational setting and highlight the potential for transformation in students' lives when effective interventions are applied. The study served as a reminder that education is a dynamic and evolving process, and it reinforced the belief that every student has the capacity to succeed when provided with the right support.

The assessment results demonstrate that with the right interventions, struggling readers can make significant progress. This success not only affects the students' current academic performance but also their future educational journey. It sets the stage for a more literate and empowered community.

The Project LIBRO program's success serves as an inspiration for similar initiatives, both within and beyond the Ganado Elementary School. The research findings can be shared and applied in other educational

settings to improve reading comprehension and overall literacy. This study reaffirms the value of customized and specialized instruction in transforming students' lives and underscores the importance of ongoing assessment and monitoring the student's progress.

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