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**“PROJECT I READ (INTEGRATING READING ENRICHMENT ACTIVITY DRILLS) IN CLASS;
ITS IMPACT ON THE LITERACY SKILLS OF GRADE 7 STUDENTS.”**



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ABSTRACT

This research study investigated the effectiveness of integrating reading enrichment activity drills into the curriculum for grade seven students. The study employed both quantitative and qualitative methods to assess the impact of the IREAD project on students' literacy skills and the experiences of teachers and students.

The quantitative analysis revealed a significant difference between the pre-assessment mean and post-assessment mean of each section at a 0.05 level of significance. This result indicates that the IREAD project has been successful in improving the reading ability of grade seven students who participated in the study.

The teacher survey results demonstrated high observance particularly noteworthy were two indicators with a weighted mean of 5, suggesting the effectiveness of "Activity on reading drills related to the subject taught" and "Teachers give follow-up corrections for students' errors during reading drills."

In conclusion, the study provides valuable insights into the impact of the IREAD project on grade seven students' literacy skills, the challenges faced by teachers, and the positive effects of the Reading Drills method on the teaching and learning process. The findings underscore the importance of reading drills as a means to enhance reading skills, vocabulary, comprehension, and self-confidence among students, ultimately contributing to more effective learning and academic success.

Keywords: *Reading drill, method, vocabulary, comprehension, reading skills*



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INTRODUCTION

Reading is the most essential skill that a student needs to master to perform academically. It is a skill necessary in every subject to learn. Literacy in Reading may affect a child's overall academic success (Pearson, 2015). It is not restricted by subject matter; it approaches the "hungry mind" to explore more ideas (Stumm et al, 2011). Having sufficient skill in reading wherein a student can comprehend and describe text is enough for a student to pass a subject in the different modality of learning that is offered by the school.

Based on the Program for International Student Assessment (PISA) 2020 which focuses on Reading Literacy, Filipino students ranked lowest in the Math and Science global assessment. This result knocks the Department of Education to make an effort to help the students to improve their reading skills.

This crisis in the students' reading literacy was aggravated by the 2-year pandemic wherein students had to pursue education through Modular Distance Learning. Despite the effort of Southville 5A Integrated National High School to provide quality education in different learning modalities, the reality of having no actual follow-up by the teachers on students learning progress in Modular Distance Learning and the validity of the submitted output of the students from their self-learning module was not tested. The level of the student's reading literacy was not determined as well. The conduct of Phil IRI pre-assessment during the first quarter of the limited face-to-face class of the school year 2022-2023 made an impression on the result of the two years of Modular Distance Learning. Out of 475 enrolled students in grade 7 who took the Phil IRI, 315 fell in the Grade 4 level, of which 169 were in the frustration category. 141 students fell in the Grade 6 level, where 54 of them were categorized under frustration. Only 14 students fell at their appropriate level. In general, 96% of grade 7 students are not

skilled readers according to their expected level.

This problem in the reading literacy of students enrolled in Grade 7, encouraged the teachers to conduct Action Research to help these students cope with their academics while enhancing their reading literacy through the "Project I READ (Integrating Reading Enrichment Activity Drills)."

The result of the PHIL IRI Pre-Assessment in Grade 7 defined teachers' struggle in the different subject areas. The inability of the students to read failed the teacher in meeting the target objectives of the lesson. This problem leads to a low summative assessment score for students in their subjects' frustration category. Furthermore, the high number of frustrated readers in Grade 7 stresses the teachers on how they will execute their lessons to meet the desired objectives. With these, the researchers want to introduce "Project I READ" which may help students to be better readers.

The result of the implementation of Project I READ may help the students improve their reading skills which may have a positive impact on their academic performance. Teachers can integrate reading strategies in their subjects to continuously scaffold the reading literacy of the students. It will then be easy for the teachers to design their lesson exemplar considering that the strategy of the "Project I READ" is helpful in their teaching-learning process.

The improvement of the reading literacy of the students will also be beneficial to other grade levels as students are promoted to higher levels with improved reading literacy.

METHODOLOGY

Participants and/or other Sources of Data and Information

- *Who will participate in the research?*

The students from grade seven are the focus of this study.

- *Number of people*

200 grade seven students or 5 sections of grade seven are the participants of this action research.

- *Characteristics of the participants/sample*

These grade seven participants vary in their reading skills. Some students are independent readers, most of them are categorized under frustration, and few are non-readers.

A. Data Gathering Methods

- *Various instruments*

- Pretest and posttest for the Reading Ability of learners.

- Survey questionnaires for teachers and students about the extent of reading strategies in class.

- Direct observation in the conduct of reading enrichment activity drills

- Interview

- Monitoring and Evaluation tool for the conduct of reading drills in class and at home.

** Procedures for data collection*

1. Reading Enrichment Activity Drills were crafted by the researchers and participating subject teachers. Master Teachers and EPS validated these materials.

2. Survey questionnaires for teachers and students about the extent of reading

integration in class and the implications of the project to the teaching-learning process in class were crafted and validated by experts.

3. A Reading Assessment Tool was crafted and validated by experts.

4. A reading assessment was conducted among the participants before the implementation of the project.

5. A Survey was administered among teacher and student participants to know the extent of reading activities in class.

6. The project I READ was implemented for ten (10) weeks and monitored by the researchers using the Program Monitoring Tool.

7. After the duration of the program, the researchers administered a reading assessment to see the improvement in the reading literacy skills of the students.

8. After implementing Project I READ, the researchers surveyed to know the implications of the project to the teaching-learning process.

9. Ethical considerations were also observed and only the researchers have access to all files collected. A Google Drive folder was created to store all files related to this study.

Based on the Reading Assessment Results Before and After the Implementation of IREAD. shows the result of the reading assessment before and after the project IREAD was utilized. All five(5) sections have higher post-assessment mean as compared to their pre-assessment mean. Grade 7- Lily has the highest mean difference of -4.33 while 7- Dahlia has the lowest mean difference of -1.36.

A test of significance was conducted to test the following hypotheses:

Ho: There is no significant difference between the pre-assessment and post-assessment mean of 7 Anthurium.

Hi: There is a significant difference between the pre-assessment and

post-assessment mean of 7 Anthurium.

Ho: There is no significant difference between the pre-assessment and post-assessment mean of 7 Marigold.

Hi: There is a significant difference between the pre-assessment and post-assessment mean of 7 Marigold.

Ho: There is no significant difference between the pre-assessment and post-assessment mean of 7 Dahlia.

Hi: There is a significant difference between the pre-assessment and post-assessment mean of 7 Dahlia.

Ho: There is no significant difference between the pre-assessment and post-assessment mean of 7 Ilang Ilang.

Hi: There is a significant difference between the pre-assessment and post-assessment mean of 7 Ilang Ilang.

Ho: There is no significant difference between the pre-assessment and post-assessment mean of 7 Lily.

Hi: There is a significant difference between the pre-assessment and post-assessment mean of 7 Lily.

A paired t-test was performed on 7-Anthurium since the data exhibited a normal distribution, indicating the need for a parametric test. All other sections underwent the Wilcoxon signed-rank test since the data did not follow a normal distribution, as indicated by the Shapiro-Wilk test.

All tests suggested that there is a significant difference between the pre-assessment mean and post-assessment mean of each section at a 0.05 level of significance. The project IREAD has been successful in improving the reading ability of the grade seven students who participated in this study.

Results of the Teacher's Survey

Description	Weighted Mean	Interpretation
1. Reading drills activity can be seen in the lesson exemplar.	4.8	<i>Highly Observed</i>
2. Strategies in reading drills are applied accurately.	4.6	<i>Highly Observed</i>
3. Reading drills are executed daily with 10 minutes of allotment.	4.2	<i>Highly Observed</i>
4. Activity on reading drills is related to the subject taught.	5	<i>Highly Observed</i>
5. Students are encouraged to participate in reading drills.	4.8	<i>Highly Observed</i>
6. Teachers give follow-up corrections for students' errors during reading drills.	5	<i>Highly Observed</i>
7. Students are participative during reading activities	4.8	<i>Highly Observed</i>
8. The design of the reading drills integrated is accurate for the grade level taught.	4.6	<i>Highly Observed</i>
9. The application of reading drills does not affect the budget of work of the teacher.	4.4	<i>Highly Observed</i>
10. Reading drills' execution is appreciated by the students.	4.8	<i>Highly Observed</i>

According to the teacher survey results, all ten indicators have a weighted mean equal to or greater than 4.2, which indicates high observance. Two indicators gained a weighted mean of 5, these are statements 4 *“Activity on reading drills is related to the subject taught”* and 6 *“Teachers give follow-up corrections for students' errors during reading drills”*. The lowest weighted mean is statement 3 *“Reading drills are executed daily with 10 minutes of allotment”*.

According also from the teachers, the challenges faced by teachers during reading drills can be divided into issues related to time management, varying levels of student proficiency, the need for correcting pronunciation and errors, and communication difficulties. These themes highlight the complexity and diversity of challenges teachers face when conducting reading drills with their students. A thematic analysis of the responses to Question 2 suggests that students generally respond positively to the Reading Drills method. Theme 1 indicates that students actively engage with the reading drills and demonstrate a high level of participation and focus. They are enthusiastic about the method, which suggests that they find it engaging and beneficial. Theme 2 highlights that the Reading Drills method contributes to vocabulary development and comprehension improvement among students. It is shown to increase awareness of new words, their meanings, and pronunciation. The mention of corrections by the teacher indicates that the method also helps address mispronunciations, further enhancing comprehension.

DISCUSSION

As per the test results, there is a significant difference between the pre-assessment mean and post-assessment mean of each section at a 0.05 level of significance, indicating that the IREAD project has been successful in improving the reading ability of grade seven students who participated in the study.

According to the results of the teacher survey, all ten indicators show high observance, with a weighted mean equal to or greater than 4.2. Two indicators scored a weighted mean of 5, indicating that the statements "Activity on reading drills is related to the subject taught" and "Teachers give follow-up corrections for students' errors during reading drills" have been particularly effective. The lowest weighted mean was for statement 3, "Reading drills are executed daily with 10 minutes of allotment". This finding was supported by the data gathered from a thematic analysis of teachers' responses, which identified the project as a time-consuming process.

The responses for Question 1 reveal that the difficulties encountered by the teacher during reading drills are primarily related to the time required, the varying proficiency levels of students, issues with pronunciation and comprehension, and audibility concerns. Effective teaching strategies, individualized support, and patience may be necessary to address these challenges in the classroom. For Question 2, the responses indicate that students respond positively to the Reading Drills method, showing active participation, enjoyment, improved vocabulary, and a focus on correcting their mispronunciations. The method appears to be effective in engaging students and enhancing their reading skills. Analysis of Question 3 reveals that reading drills have several positive effects on the teaching and learning process. They improve reading skills, enhance comprehension, enrich vocabulary, boost self-confidence, and familiarize students with new words. These effects can collectively contribute to more effective learning and academic success.

According to the research, the IREAD (Integrating Reading Enrichment Activity Drills) project has had a positive impact on the literacy skills of grade seven students. The pre-assessment and post-assessment results show a significant improvement in reading abilities, which highlights the effectiveness of the project in enhancing students' reading skills. Teachers have been effectively incorporating reading drills into their teaching practices, as evidenced by the high observance scores among them for the indicators related to the IREAD project. This

indicates a strong commitment to the project and its positive impact on student learning.

However, the research identified various challenges faced by teachers in implementing reading drills. These include time constraints, differing student proficiency levels, pronunciation and comprehension difficulties, and audibility concerns. Teachers may need to address these challenges through the development of effective teaching strategies, individualized support, and patience.

Students responded positively to the Reading Drills method, actively participating, enjoying the method, improving their vocabulary, and focusing on correcting mispronunciations. This suggests that the method effectively engages students and enhances their reading skills and overall learning experience. Reading drills were found to have a positive impact on the teaching and learning process. They improved reading skills, enhanced comprehension, enriched vocabulary, boosted students' self-confidence, and familiarized them with new words. These effects collectively contribute to more effective learning and potentially higher academic success among students.

The research highlights the time-consuming nature of the IREAD project, which was identified as a potential challenge. Effective time management strategies may be required to ensure that reading drills can be integrated seamlessly into the curriculum without causing undue burdens on teachers.

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