

I-CARE (Improving Comprehension and Ability in Reading English through Basic Sight Words): Reading Intervention Project for Intermediate Pupils of Malaban East Elementary School



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ABSTRACT

The reading level and ability of intermediate learners significantly decreased based on the Phil-IRI result. This has a grave effect on the academic performance of the learners not only in English but also to those subjects that use English as the medium of instruction. This action research aimed to improve the reading ability and comprehension of the intermediate pupils of Malaban East Elementary Shool through the implementation of Project I-CARE (Improving Comprehension and Ability in Reading English through Basic Sight Words).

The study utilized 393 learners from grade 4, grade 5 and grade 6 as the respondents of the study. The quantitative method was used in this action research using the teacher – made test as the primary instrument in data gathering. The researchers also collected and tabulated the data to get a valid result. The results of this study was also used as basis for intervention.

The said project evidently developed the learners reading ability through familiarization and constant drill of the most common words they would encounter in reading task for them to acquire reading and comprehension skills.

The participants of the study showed a significant increase in their reading ability and comprehension skills in English after the implementation of the project. It was also evident that there is a 4% drop in the number of non-readers after the implementation of the reading intervention.

It is recommended to continue conducting drills to improve the learners reading and comprehension skills in English through Project I-CARE.

INTRODUCTION

The Covid-19 pandemic has caused a drastic effect in the delivery of quality basic education. It has brought challenges in the Philippine educational system that was addressed by implementing different Distance Learning Modalities (LDM).

However, recent standing of English proficiency among Filipinos is deteriorating and at par compared to neighboring ASEAN countries.

Based on the Philippine Reading Inventory (Phil-IRI) Result of Malaban East Elementary School 93 out of 393 pupils (24%) of the intermediate pupils are under the level of frustration and non-readers.

According to a study conducted by Jones, (2011) Reading is a fundamental skill needed to improve the academic performance. A learner's reading ability also has a direct effect on other core subjects (Jones, 2011).

That is why this study seeks to develop an effective and efficient reading project. This study is in line with the DepEd Memorandum No. 173 s. of 2019 or the Hamon: Bawat Bata Bumabasa (3Bs).

The study also supports the advocacy of Every Child A Reader Program (ECARP), that points out that before teachers can design and provide appropriate reading instruction for their students, they should be armed with information about their pupils' current reading levels and abilities.

The said reading intervention project aims to improves the five critical elements of reading (phonological

awareness, phonics, vocabulary, fluency, and comprehension) that learners must understand and be able to use in combination (Edmentum, 2018).

According to Dr. Edward Fry, good readers decode words so that they are said "instantly", therefore, assuring the automaticity essential to comprehension. Also, the researchers choose this study to help the intermediate learners become proficient readers through familiarization and constant drill of the most commonly used words for their grade level. The result of this study was used to help the non-readers and struggling readers of MES-East.

METHODOLOGY

This study will be conducted among the 393 intermediate learners of Malaban East Elementary School. 161 (41%) learners from grade 4, 135 (34%) learners from grade 5, and 97 (25%) learners from grade 6 participated in the study. The researchers conducted a word recognition test to test the oral fluency of the learners before the beginning of the study. They have also conducted a diagnostic test in English to gauge the learners reading comprehension skills.

In addition, the study used the total population sampling. The researcher chose to examine the entire population of intermediate learners of MES-East.

The researchers of the study asked permission from the school and division authorities before conducting the research. Upon the approval of the said letter, the researchers properly

coordinated with the parents and teachers.

The study used descriptive research method. The researchers administered a word recognition test based on Fry's List Implementation Manual. The proponents of this study also used the standard 100 words included in the Fry's List of Basic Sight Words which are appropriate for the learners' level. The words are grouped into 4 sets (Group A to D).

They have also collected the Phil-IRI Pre-Test Result for the current school year. The researchers gathered the proficiency level of the respondents from their respective class advisers of the intermediate learners. They have also consolidated the Phil-IRI result to identify the reading level and ability of the respondents. After collecting the data, the researchers have analyzed the data through quantitative method. The researchers will summarize and tabulate the data yielded from the word recognition test, pre-test and posttest. Then, they will utilize the appropriate statistical treatment.

RESULTS

After the conduct of the study it was evident that there were 191 (49%) learners under frustration, 145 (37%) learners under instructional and 57 (15%) learners were under independent level during the pre-test of the word recognition test.

The result of the post test of the word recognition test evidently showed increase in oral fluency among the learners. 0 (0%) learner was under frustration level, 276 (70%) of the learner

were under instructional, and 117 (30%) of the learners were under independent.

It was also revealed that there was a 100% decrease among the learners under the frustration level after the implementation of the pre-test and post-test of the word recognition test. Meanwhile, there was a 33% increase in the number of learners under the instructional level and 15% increase of learners in the independent level.

The result of the pre-test and post-test in Phil-IRI English also showed that there were 30 (8%) learners were non-readers during the pre-test of the Phil-IRI. 63 (16%) learners were under frustration, 161 (41%) learners were under instructional, and 139 (35%) learners were instructional.

Moreover, it also shows that after the Phil-IRI post-test in English, 15 (4%) of the learners cannot read. 37 (9%) learners were under frustration, 191 (49%) learners were instructional, and 150 (38%) learners were independent.

It was also evidently showed that there was a significant improvement in the learners based on the Phil-IRI Pre-test and post-test result. There was a -4% decrease in the number of non-readers. The number of learners under frustration also dropped by -7%. On the other hand, the percentage of instructional and independent increased by +8% and +3% respectively.

DISCUSSION

Project I-CARE is an acceptable and effective project under Quality in the School Based Management (SBM) of Malaban East Elementary School (MES-East). It is in line with the DepEd

Memorandum No. 173 s. of 2019 or the Hamon: Bawat Bata Bumabasa (3Bs).

The said reading intervention is proven to develop the six elements of reading (oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension) that learners need to understand and be able to use in combination to learn how to read. The said project evidently developed the learners reading ability through familiarization and constant drill of the most common words they would encounter in reading task for them to acquire reading and comprehension skills. The proposed reading intervention, Project I-CARE (Improving Comprehension and Ability in Reading English through Basic Sight Words) was proven to be effective and efficient in developing the six critical elements of reading namely: phonological awareness, phonics, vocabulary, fluency, and comprehension.

The project is focused on the 100 words compiled by Edward Fry that includes the most used words in reading and writing which is appropriate for learner's grade level. The teachers crafted appropriate and acceptable reading materials that will support the aims of Project I-CARE. The participants of the study showed a significant increase in their reading ability and comprehension skills in English after the implementation of the project. It was also evident that there is a 4% drop in the number of non-readers.

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