



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**POWER OF READ-ALOUD: ENHANCING PUPILS' LITERACY LEVELS
THROUGH READ-ALOUD**



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ABSTRACT

Reading is one of the fundamental skills that every student should learn. Therefore, it's important that students start honing their reading skills as soon as they enter elementary school. Dela Paz West Elementary School is committed to providing literacy interventions and programs that support and uphold the programs' goal of improving students' literacy skills through the implementation of various reading programs. Read-aloud enhances students' critical thinking, motivation, literacy, communicative proficiency, vocabulary, and pronunciation (Senawati, J., Suwastini, N.K.A., Jayantini, G.A.S.R., Adnyani, N.L.P.S., & Artini, N. N. 2021). With that, this study explored how the application of read-aloud practices can improve the literacy levels of intermediate learners at Dela Paz West Elementary School.

Participants of this research are the grade four to six teachers and students of Dela Paz West Elementary School. Purposive sampling technique is used in this study, a sampling technique that involves examining the entire population that has a particular set of characteristics. In the study all learners from grades 4 to 6 at the Dela Paz West Elementary School are included as participants in the study.

This action research investigated how read-aloud practices affect and improve learners' literacy levels. The study employed and administered pre-tests and post-tests using Phil-IRI. Gathered data were studied to determine the impact of read-aloud practices. The findings revealed a significant change in students' literacy levels after the implementation of read-aloud sessions, highlighting the effect of this instructional strategy the study is subject as reference for the formation and development of reading program. This study provides valuable insights into the

impact of read-aloud sessions on students' literacy levels and highlights the importance of incorporating this strategy into reading programs.

Keywords: *Read-aloud, literacy levels, reading activities, impact.*

INTRODUCTION

In support of the national program, Every Child a Reader Program, the Department of Education has worked on several approaches to achieve the program's goal. One of the approaches used in line with this goal and program is the administration of the Revised Philippine Informal Reading Inventory (Phil-IRI), an assessment tool that aims to measure and describe the literacy levels of learners in both English and Filipino languages.

Reading is one of the fundamental skills that a learner should acquire. Through reading, one may gain new knowledge, comprehend abstract ideas, and adhere to simple rules or directions. Learning other talents, abilities, and lessons taught in various subjects and fields is also connected to reading. Giving pupils a solid foundation for reading should be a priority for schools and other institutions. With that, the Department of Education is urging that students' reading skills be developed as they start primary school. Pursuant to DepEd's Early Language, Literacy and Numeracy Program (ELLN), Dela Paz West Elementary School has pledged itself to offering interventions and programs in calculus and literacy that support and adhere to the programs' objective of enhancing students' numeracy and literacy abilities.

Reading aloud has been suggested as a great approach for teaching English to young pupils. According to experts and recent research, this practice enhances students' critical thinking, motivation, literacy, communicative proficiency, vocabulary, and pronunciation (Senawati, J., Suwastini, N.K.A., Jayantini, G.A.S.R., Adnyani, N.L.P.S., & Artini, N. N. 2021).

This study looked at read-aloud practice and its impact on the learners' reading progress to further support and achieve the

goal of developing and empowering learners' literacy levels. The study examined a group of elementary school learners at Dela Paz West Elementary School to assess the effects of read-aloud practice on their literacy levels.

METHODOLOGY

The participants of this action research were the grade four to six learners and teachers at Dela Paz West Elementary School. All learners from grades four to six are part of the examined group; as participants, their reading progress is assessed and monitored through the Phil-IRI. Teachers also play a significant role in this action research as they implement the read-aloud practices, they also provided feedback on the implementation of read-aloud practices. There are a total of six hundred fifty-four (654) learners and eighteen (18) teachers involved in this action research.

Instruments used for this study include the Phil-IRI, its activities, and questionnaires. These are administered to the participants of the study to determine their literacy levels.

Pre-test results were analyzed to assess the participants' initial reading level and identify any specific areas for improvement. The data collected from the pre-test served as a starting point for tailoring the intervention strategies, which include the use of read-aloud practices.

Teachers integrated read-aloud practices into their daily instruction to enhance students' reading skills. Peer-tutoring was also implemented as a supplementary intervention strategy. The combination of read-aloud practices and peer tutoring aimed to provide students with additional support and opportunities for growth in their literacy levels. Learners whose literacy levels are under frustration and non-readers are given extra support through these strategies. The read-aloud practices help improve their literacy levels, and while peer tutoring allows

them to receive personalized assistance from their peers, it also establishes a safe and supportive learning environment. These interventions create a supportive and engaging learning environment for struggling readers, allowing them to make significant progress in their reading abilities.

Post-test results were then conducted to evaluate the impact of the read-aloud practices implemented. The data from the post-test allowed for a comparison of the participants' literacy levels before and after the intervention, providing insight into the impact of the read-aloud practices on their literacy levels.

The researcher used a questionnaire for data collection, which was administered to the teachers. The questionnaire aimed to gather information about the impact of read-aloud practices on improving learners' reading skills and literacy levels.

RESULTS

To determine the literacy levels of the learners, the researcher examined the scores on the administered pre-test. The data collected using Phil-IRI provided valuable insights into the learners' reading abilities before the implementation of read-aloud practices.

Table 1: Learners Reading Levels Before the application of Read-Aloud Practices

	Malaya	Pampagkatuto	Pagkabigo	Di-Nakakabasa
Baitang 4	97	94	25	19
Baitang 5	170	34	19	7
Baitang 6	83	61	28	17
Kabuan	350	189	72	43

Table 2: Learners Reading Levels After the application of Read-Aloud Practices

	Malaya	Pampagkatuto	Pagkabigo	Di-Nakakabasa
Baitang 4	123	88	15	9
Baitang 5	174	31	19	6
Baitang 6	65	69	55	0
Kabuan	362	188	89	15

The illustration shows the results of the pre-test and post-test. Prior to the application of the read-aloud practices, students' average reading scores were significantly lower than the post-test scores.

Post-test results showed that the implementation of these interventions had a positive impact on students' literacy levels. 55.35 percent of learners are independent readers after the interventions, indicating a significant improvement in their literacy levels. From the pretest result of 28.90 to the posttest result, 28.75 percent of students were classified as instructional readers, showing a slight decrease. Additionally, the percentage of frustration from the pretest is 11.01%, while from the post-test it is 13.61%. Non-readers decreased from 6.57% to 2.29%. These findings suggest that the interventions effectively supported students' reading development and helped a majority of them become independent readers.

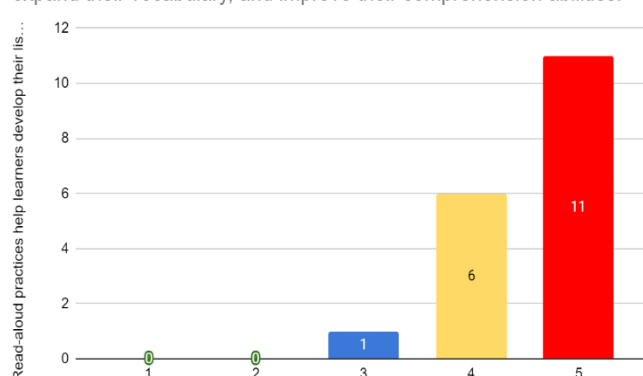
The implementation of read-aloud practices resulted in a noticeable improvement in learners' literacy levels, as evidenced by the higher average scores achieved in the post-test.

This improvement suggests that read-aloud practices can effectively enhance students' reading skills. The higher average scores indicate that the intervention had a positive impact on their reading abilities.

To know the impact of read-aloud practices, the researcher collected data from the 18 teachers. The data was collected from the teachers. Through this data, the researcher was able to determine the positive effects of read-aloud practices on learners' engagement, motivation, and literacy development.

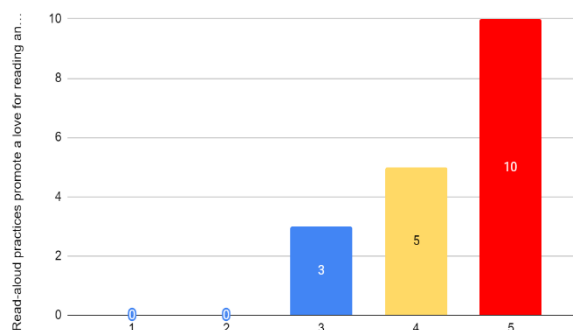
Legend: 1 – Strongly Disagree 2 – Disagree 3- Neutral 4-Agree 5-Strongly Agree

Read-aloud practices help learners develop their listening skills, expand their vocabulary, and improve their comprehension abilities.



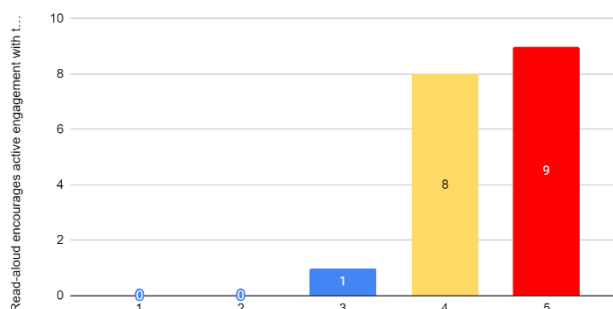
Based on the collected data, 11 of the teacher respondents strongly agree that read-aloud practices help learners develop their listening skills, expand their vocabulary, and improve their comprehension abilities. Six of them agreed, and only one respondent is neutral. This indicates that most respondents recognize the benefits of read-aloud practices in enhancing language skills and understanding.

Read-aloud practices promote a love for reading and storytelling, fostering a positive attitude towards literacy.



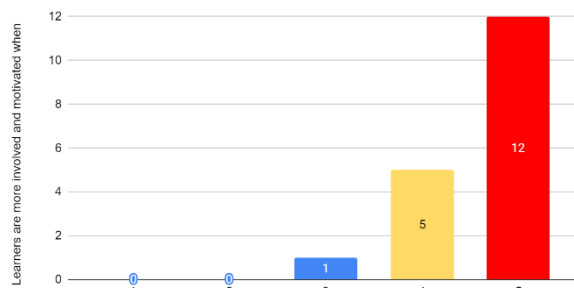
The illustration above shows that 10 out of 18 respondents strongly agree that read-aloud practices promote a love for reading and storytelling, fostering a positive attitude towards literacy. 5 of them agree, and 3 of them are neutral. These findings suggest that read-aloud practices have a significant impact on learners' attitudes towards literacy.

Read-aloud encourages active engagement with the text and can spark meaningful discussions and critical thinking.



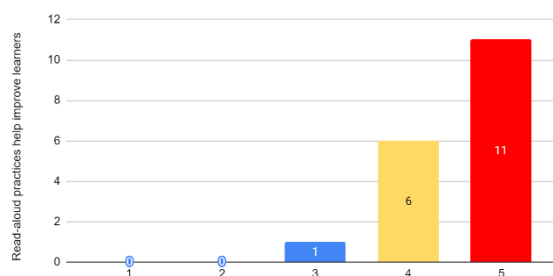
The chart shows that 50% of the respondents strongly agree that read-aloud encourages active engagement with the text and can spark meaningful discussions and critical thinking. While 8 out of 18 agree and only 1 is neutral. The positive response suggests that incorporating read-aloud activities into classroom instruction can effectively enhance students' comprehension skills and foster a deeper understanding of the subject matter.

Learners are more involved and motivated when they are read to, as it allows them to fully immerse themselves in the topic



For the statement, learners are more involved and motivated when they are read to, as it allows them to fully immerse themselves in the topic and connect with the class discussion. 12 out of 18 respondents strongly agree, 5 agree, and 1 is neutral.

Read-aloud practices help improve learners literacy levels by exposing them to a variety of vocabulary, sentence structures, and writing styles.



The graphic shows that 11 respondents strongly agree that read-aloud practices help improve learners' literacy levels by exposing them to a variety of vocabulary, sentence structures, and writing styles. Six of the respondents agree, and only one is neutral.

DISCUSSION

The aim of this study is to evaluate the effectiveness of read-aloud sessions in improving students' reading abilities. Through the collected and analyzed data, researchers can confirm whether these read-aloud practices have a positive impact on students' literacy levels and if they should be implemented in future reading programs. The participants of the study are all learners from grades four to six. They were given pre- and post-test assessments to measure their literacy levels.

The collected data were analyzed using statistical methods to determine any significant differences in the reading abilities of the participants before and after the integration of read-aloud practices.

Pre-test results indicated that out of 654 learners, there are 350 independent readers, and 53.52% of the population were able to read at their grade level independently. While instructional readers have a total of 189 learners, accounting for 28.90% of the population, 72 of them are at a frustration level equivalent to 11.01% of the population. And the remaining 43 learners were classified as non-readers, making up 6.57% of the population. These results suggest that a significant portion of the participants were not reading at their grade level independently prior to the implementation of read-aloud practices.

Post-test results showed that after the integration of read-aloud practices, the number of independent readers increased to 362 learners, which accounted for 55.35% of the population. This indicates a substantial improvement in literacy levels among the participants following the implementation of read-aloud practices. Out of 654 learners, there are 188 learners under instructional level, or 28.75% of the population. For frustration level, a total of 89 learners were identified, comprising 13.6% of the population. These findings suggest that while the majority of learners benefited from read-aloud practices, there is still a significant number who require additional support to reach their instructional level. Non-readers: 15 learners were also identified, making up 2.29% of the population. This indicates that there is a small but notable group of learners who are not yet able to read at all and may need more intensive interventions to develop their literacy levels.

Based on the results of the survey, teachers strongly agree and recommend incorporating read-aloud practices into their classrooms. They believe that it not only improves language skills but also fosters a love for reading among students. Respondents also agree that read-aloud practices and sessions create a positive and engaging learning environment for their learners. The overwhelming agreement suggests that incorporating read-aloud activities into educational settings can have a significant impact on learners' literacy development.

Based on these findings, it can be concluded that read-aloud practices have a strong potential to enhance literacy levels among learners. Additionally, the study highlights the importance of incorporating such practices in educational settings to support struggling readers and promote overall literacy development. Educators and policymakers should consider incorporating read-aloud sessions into their curriculum to support struggling readers and promote overall literacy development. Additionally, further research is needed to explore the long-term effects of read-aloud practices and to identify specific strategies that maximize their impact on students' reading skills.

It is then recommended that; Future researchers, investigate the potential benefits of read-aloud practices for different age groups and diverse populations, it would also be valuable to examine the role of parental involvement in read-aloud sessions and its impact on children's reading abilities; Educators can use read-aloud practices as a tool to enhance students' comprehension skills and foster a love for reading. By selecting engaging and diverse texts, educators can create an inclusive classroom environment that promotes literacy development for all students; and School administrators can support read-aloud practices by providing resources such as a variety of books and audio recordings, as well as scheduling regular read-aloud sessions. Additionally, involving parents in read-aloud activities can help strengthen the home-school connection and reinforce the importance of reading in a child's life.

Read-aloud practices are suggested to have positive impact on learners' reading improvement. Read-aloud is a valuable tool for improving reading fluency and comprehension, as it allows students to hear proper pronunciation and intonation. Yet, further research could investigate the long-term effects of read-aloud practices on improving learners' literacy levels. Exploring the specific techniques and strategies used during read-aloud sessions could provide insights into which methods are most effective in promoting reading growth among students.

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