

**PROJECT SUPPLEMENTAL READING MATERIAL WITH AUDIO AND VARIOUS ACTIVITIES IN  
ENHANCING READING SKILLS (SAVERS):  
A READING INTERVENTION FOR STRUGGLING READERS**



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**ABSTRACT**

Project SAVERS (Supplemental reading material with Audio and Various activities in Enhancing Reading Skills) is a reading intervention designed for non-readers and struggling readers for 12-week monitoring of the learners reading level via google meet. This study aimed to determine the effects of Project SAVERS on Grade two struggling learners of Southville 5A Elementary School for the SY 2021-2022.

A descriptive design was conducted in determining the effects of project SAVERS for the Grade Two learners. The thirty Grade Two non-readers and struggling readers were chosen purposively under Modular Distance learning (MDL). The instrument used to get the answer in this study is the printed reading material. All the data were summarized in tabular form and subjected to statistical analysis using the frequency and percentage distribution and weighted mean.

The findings of the study showed that the researcher proved that project SAVERS was effective to improve the word recognition of the learners and their reading comprehension. There was an increase of 44% during the pretest and post-test after 12 weeks of reading monitoring. There was also a big improvement on the performance of the pupils in English Quarter 3 and 4 in their Learning module outputs.

Therefore, project SAVERS was effective in reading remediation to improve pupils' performance. The more one has practiced, the more likely is one to comprehend what one has reading.

The study recommends that teachers could use project SAVERS as a reading intervention. Teachers and researchers could use this method as a basis for future studies for more insights on instruction that use repetition of words and similar studies may be conducted to wider scope using different population in diverse schools for better generalizability of the strategy.

For future research involving parent involvement, it would be beneficial to find out to what extent can parents contribute to adapting project SAVERS in teaching their children at home.

**Keywords:** *Project SAVERS, reading comprehension, word recognition*

## INTRODUCTION

Reading is the most basic but the most important for a person to learn. It is started at home by the parent or guardian. Other children learn to read before they go to school. Reading literacy is one of the most important teachings in school. Due to the COVID-19 pandemic, it will be unable to promote programs and projects that need face-to-face reading interventions for beginning and struggling readers.

One of the prevalent issues in the Philippine setting that affects learning is the reading ability and comprehension of the learners in reading the English language. The Department of Education released DepEd Order No. 12, s. 2020, the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) in light of the COVID-19 Public Health Emergency states to ensure learning continuity through K12 curriculum adjustments and align the learning materials depending on the learning delivery modality of the learners.

In compliance with DepEd Memo No. 45 s. 2002, the Reading Literacy Program in the Elementary Schools enforce the policy and nation program "Every Child a Reader" that every child must be a successful reader at the end of Grade III.

The Division of Biñan Project IRISH-Intensifying Reading Intervention in School and every Household and the school reading program Project CHARM- Class at Home Adaptation on Readers' Modality focused on enhancing the reading skills of the learners before they move to the next grade level. At present, Southville 5A Elementary School's PHILIRI pretest result taken last November 2021 revealed that there are 12 non-readers 142 frustration readers in Grade Two. In this case, learners have difficulty answering their modules at home. This situation is one of many challenges that the researcher wants to address in the utilization of project SAVERS.

## METHODOLOGY

The study focused on the reading intervention that is conceptualized to help nonreaders and struggling readers read in the absence of a teacher at home in Southville 5A Elementary School.

To gather the pertinent data and to attain the objectives of the study, the researcher utilized diverse participants in Southville 5A Elementary School. The participants of the study were selected purposively. Since the school have pre-identified non-readers and struggling readers enrolled in the school year 2021-2022 under Modular Distance Learning (MDL).

During the utilization of the study, learners used the Project SAVERS reading material guided by the pre-recorded audio. With the guidance of parents, learners followed the instruction given by the recorded voice. They will listen, repeat, and sight the word until they pronounce the word properly and move to the next page. The researcher conducted 12 sessions by calling them individually using online applications (Google meet or Facebook video call) to know their progress of the learners. The monitoring tool that the researcher used was the FLAT-Functional Literacy Assessment Tool which assesses the highest level of reading in children.

The researcher provided some reward system such as giving school supplies or praising the learners such us saying very good, good job during weekly monitoring.

After the 12-week monitoring, the researcher conducted a post-test using the PHIL-IRI Grade Two-Set D passage. It was distributed during the retrieval schedule. The results were analyzed to determine the success of the project using different online platforms depending on the learner's available modality. The MPS-Mean percentage score of pretest and post-test was used to determine the reading level of the learner.

Parents of the participants were informed about the process and significance of the project SAVERS. There were no circumstances that compromise the privacy of the pupils with proper adherence to RA 10173, or the Data Privacy Act of 20212. Confidentiality and privacy was observed and very much practice.

## RESULTS

The data collected from Pre and Post Tests were compared.

**Table 1. Comparison of Word Recognition Before and After the Implementation of SAVERS**

PRE-TEST		POST-TEST	
Non-Reader	12	Non-Reader	2
Frustration	18	Frustration	5
Instructional	0	Instructional	17
Independent	0	Independent	6
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>30</b>

The table 1 shows the comparison of word recognition Before and After the Implementation of SAVERS. The findings were obtained through a series of reading test to determine the pupil's achievement after the utilization of Project SAVERS. The data collected during the first and last session of monitoring. It revealed that prior of the implementation of the project SAVERS, 12 or 40% of the participants are identified as non-reader and 60% or 18 participants are frustration readers.

On the other hand, after the implementation of project SAVERS, majority of the participants were under instructional level, 6 or 20% was identified as independent level, 5 or 17% of the participant was frustration and 2 or 6% still identified as non-reader.

**Table 2. Comparison of the Mean Scores of the Participants Before and After Implementation of SAVERS**

PRE-TEST RESULT	POST-TEST RESULT
MEAN	2.40
MPS	48.00%

The comparison of the mean scores of the participants before and after implementation of SAVERS is shown in table 2, before the implementation, the participant obtained a mean of 0.20 and mean percentage score of 4%. On the other hand, after the implementation of SAVERS revealed that participants obtained a mean of 2.40 and mean percentage score of 48%.

## DISCUSSION

The reading remediation through Project SAVERS has a significant increase of 44% on the reading comprehension test during the pre-test and posttest after 12 weeks of learning sessions and monitoring.

Based on the analysis and findings of the study, the researcher concluded that Project SAVERS was effective in reading remediation to improve pupils' performance and enhanced learners' comprehension. There is great improvement on the learners' achievement in word recognition of the learners.

The more one has practiced, the more likely is one to generalize what one has learned.

Hence, using repetition of words using the audio as an approach could help the students develop their listening skills, sight the words, and apply it in reading the SLM.

The dedication, passion, and creativity needed to help the next generation to become competent in the future. There

are many ways to help the learners to read in the most difficult times.

Majority of the pupils used smartphone as electronic communication. Using the cellular phone and online platforms, it will help them to learn more in the absence of the teacher at home using the Project SAVERS.

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