

Coping with the Drastic Effect of Pandemic on the Literacy Rate in Grade One Pupils of Platero Elementary School- Using the READ Technique (Reading Engagement Assessment and Development)



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ABSTRACT

This action research aimed to bridge the gap in the studies of the 36 Grade One Pupils of Platero Elementary School Binan City to the literacy level that was hindered by the recent Pandemic. 2020 has witnessed a different scenario in the world that has never been recorded in the history of any country. No doubt, this is a crucial time for the education sector because entrance tests from several universities and competitive examinations are held during this period (Seema Nazneen | G. Vishal 2021). All pupils stayed at home and continue their studies without teachers. This brought many changes and adjustments to their lives. It is shown in their Academic performances during Modular Distance Learning and Online Kumustahan. Most of these pupils did not answer their modules actively and willingly. Their parents assisted or sometimes they answered the modules alone without their children. The sample was taken as the researchers specifically use 36 grade one learner. The researchers used both quantitative and qualitative data in gathering information. Thus, the school may

continue supporting teachers and parents in avenues for training that can intensify learners' reading advancement.

KEYWORDS: *Academic Performance, module, Online Kumustahan*

INTRODUCTION

Literacy is essential to develop a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier image. The pandemic has always been one of the factors that affect the study habits and literacy skills of our learners nowadays. The new normal setup brought so many changes in the Academic status of education. The modular learning approach for our Grade One learners was not that easy. The parents were struggling every day with how to deal with their children in answering the SLMs. The negative mindset of the parents also hindered the learning process of the learners. The outcomes didn't lie.

METHODOLOGY

The researchers used both Qualitative and Quantitative Methods. A survey questionnaire was devised to be

applied in the quick evaluation and comparison of the responses. This methodology focuses more on the "what" of the research subject than the "why" of the research. The researchers made a letter for approval to conduct the study for the 36 Grade One Pupils of Platero Elementary School. The researchers also used surveys to gather data about varying subjects. This data aimed to know the extent to which different conditions can be obtained among these subjects.

RESULTS (Analysis and Interpretation)

1. The READ Technique helped to improve the study habits of the Grade One pupils. They became more active and attentive during "DIGIMON", They became more patient in answering their SLMs. They were able to improve their fluency, vocabulary, and comprehension skills in reading. Despite that, some of them can't join due to a lack of internet connection. The result proved that parents struggled in

assisting the learners and still need the assistance of the teacher in modular distance setup.

2. The pandemic affected the emotional and psychological aspects of the Grade One pupils, but with the guidance of the parents and teachers the learners were able to balance their time in playing and studying. Through the use of READ Technique.

3. On the other hand, the collaborative efforts of parents and teachers augment the illiteracy problems amid the pandemic.

Table 1. Effects of READ Techniques on the study habits of the Grade 1 pupils

| STATEMENT | Mean Score | Verbal Interpretation |
|--|------------|-----------------------|
| Nauunawaan ko ang mga maayos ang direksyon sa SLMs/modules. | 2.70 | Oo |
| Nakasasagot ako sa bawat katanungan sa modules sa tulong ng aking mga magulang, kapatid o tagapangalaga. | 2.75 | Oo |
| Nakatutulong ang READ Techniques upang mas magsikap pa akong bumasa at makapagbaybay ng tama. | 2.69 | Oo |
| Nadagdagan pa ang aking interes na matututo sa pagbabasa sa tulong ng READ Techniques. | 2.83 | Oo |
| AVERAGE MEAN | 2.74 | Oo |

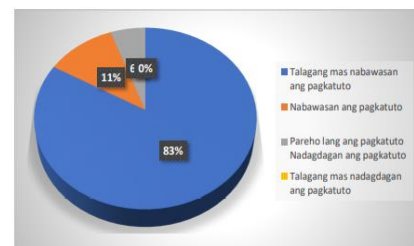
The table shows that the READ TECHNIQUES of the researchers manifest a great impact on the learning and reading skills of the Grade One Pupils.

Table 2. Effects of READ Techniques on the emotional and psychological aspects of the Grade One pupils

| | | |
|--|------|----|
| Nababalanse ko na ang oras ko sa pagsasagot ng modules at sa paglalaro. | 2.59 | Oo |
| Nadaragdagan na ang oras ko sa pagsasagot ng modules sa bawat araw. | 2.52 | Oo |
| Naiiwasan ko na ang magtantrums habang nagsasagot ng modules. | 2.50 | Oo |
| Nawiwili ako sa pagsasagot ng modules sa tulong ng aking mga magulang, kapatid at tagapangalaga. | 3.0 | Oo |
| AVERAGE MEAN | 2.65 | Oo |

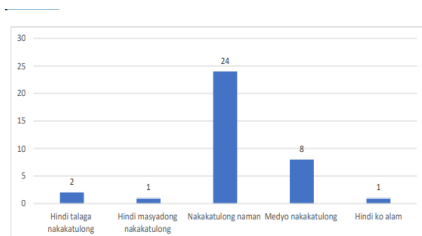
The table showed that the READ TECHNIQUES in terms of emotional and psychological aspects of the Grade One Pupils boost their focus in their study.

Kumusta ang karanasan sa malayuang pagkatuto ng inyong anak kumpara sa mga klase sa paaralan?



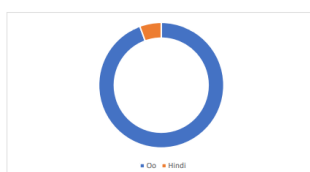
The data showed that 83% of the parents believed that their child's learning decreased during the distance learning modality.

Table 3.2 Gaano nakakatulong ang inyong paaralan/mga guro sa pagsuporta sa pagkatuto ng inyong anak habang nakasara ang mga gusali ng paaralan?



Based on the result most of the parents were skeptical if the school and teachers were able to help their child learn lessons while in a distance learning setup.

Table 3.3 Sa inyong palagay may malaking epekto ba ang pandemya sa pagkatuto ng inyong mga anak kumpara noong wala pa ang pandemya sa ating pamumuhay?



The data showed that there was a drastic change in the educational system in the country.

Discussion

The READ TECHNIQUES stimulates the interest of the learners to study and to answer the modules. Through the

help of their respective parents and the guidance of the teachers. It enhances the meta-cognitive skills and emotional and psychological aspects of the Grade One Pupils. It also promotes collaborative learning efforts of the parents and teachers. Likewise, it establishes harmonious relationships between the parents and teachers that aim high one goal for the betterment of the learners. However, the learning gap met along the way was sustained and achieved by the researchers through the heart-to-heart talk of the teachers to some pupils with special learning needs. Generally, the project was successfully designed and implemented for the 36 Grade One Pupils.

The researchers remarkably found the effectiveness of the project. 2.74 mean percentage score of respondents believed that READ Technique answered all the effects of the pandemic on the Literacy rate. The

Grade One Pupils develop their self-confidence and enhance their reading ability. They were able to answer their modules willingly and felt motivated in doing their tasks. Their comprehension level also increased during the conduct of the study.

In these trying times in the education sector, the educators looked for a solution to the continuity plan for the studies of the pupils. The tremendous effect of the pandemic risen the illiteracy rate in education. Mostly in the primary level, the problem was never resolved, it is now being transferred to the next grade level. The best thing that could alleviate this continuous problem is to give a solution to the root cause. Give immediate reading intervention to the primary level as early as possible. READ Techniques can be implemented at the primary level and in the next preceding years.

READ Technique (Reading Engagement Assessment and

Development) helped the learners to cope with their studies or answer the modules. Learners were able to answer their modules and their parents were able to submit them on time. Through the READ Technique, the pupils got interested to join the “Online Kumustahan, and Deped Programs like “Brigada Pagbasa at Pagbilang” and SDO Biñan “5B’s” program

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References

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