Improving Reading Comprehension through Arts among Grade 1 and 2 ODL Learners

Teaching and Learning

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ABSTRACT

Arts integration is a teaching strategy in which the arts are integrated with the non-arts curriculum to deepen learners' understanding. (Isenberg & Jalongo, 2010, Werner & Freeman, 2001)

This action research aimed to improve reading comprehension among Grade 1 and 2 ODL Learners through Art Integration in Storytelling and in all subjects. In San Francisco Elementary School, based on Phil-IRI Result, there are 55 non-readers reported for S.Y. 2020-2021. Can arts integration help us reduce this number of non-readers? Can it also improve reading comprehension among learners? This is the reason why the proponent wanted to conduct action research on how to improve reading comprehension among Grade 1 and 2 ODL Learners through using art integration in storytelling and other subject areas. The success of implication of all the activities in this research, could be one of the bases for the next activities on the proceeding years and can still be considered as subject for improvement upon implementation.

I.   Introduction

Arts integration is a teaching strategy in which the arts are integrated with the non-arts curriculum to deepen learners' understanding. (Isenberg & Jalongo, 2010, Werner & Freeman, 2001)

In San Francisco Elementary School, based on Phil-IRI Result, there are 55 non-readers reported for S.Y. 2020-2021. Can arts integration help us reduce this number of non-readers? Can it also improve reading comprehension among learners? This is the reason why the proponent wanted to conduct action research on Improving Reading Comprehension through Arts among Grade 1 and 2 ODL Learners.

II.   Methodology

This action research aims to address the needs of struggling learners, this action research integrated arts in storytelling and other non-art curriculum that helped learners improved their reading comprehension.

The researcher gathered data based on the Phil-IRI results and crafted survey form on how these learners learn passively. The researcher asked permission from the principal and started the action research with integrating arts activities in storytelling and in all non-art curriculum.

Learners under this research were assessed through the EGRA Toolkit and Phil IRI. The results determined the effectiveness of the activities given in this research.

III. Results

Fig. 1.1: PRE-ASSESSMENT USING EGRA TOOLKIT (GRADE 1 LEARNERS)

EARLY GRADE READING ASSESSMENT TOOLKIT (EGRA) - TAGALOG

Reading Level Scale

0 - Nothing	3 - Letter Sound Knowledge	6 - Invented Word Decoding	9 - Listening Comprehension
1 - Orientation to Book Print	4 - Initial Sound Identification	7 - Oral Passage Reading	10 - Dictation
2 - Letter Name Knowledge	5 - Familiar Word Reading	8 - Reading Comprehension	

	Section	Enrolment M	F	READING LEVEL 1	2	3	4	5	6	7	8	9	10
Grade 1	Santan	17	18	1	3	7	8	2	4	2	3	4	1
	Rosal	21	14	0	0	5	9	9	1	4	2	5	0
	Daisy	19	16	3	8	8	3	2	0	6	4	1	0
	Sampaguita	21	18	1	0	6	7	8	6	2	2	2	5
	Camia	17	19	2	2	7	4	3	4	6	3	3	2
Total		95	85	7	13	33	31	24	15	20	14	15	8

Fig. 1.2: PRE-ASSESSMENT USING EGRA TOOLKIT (GRADE 2 LEARNERS)

EARLY GRADE READING ASSESSMENT TOOLKIT (EGRA) - TAGALOG

Reading Level Scale

0 - Nothing	3 - Letter Sound Knowledge	6 - Invented Word Decoding	9 - Listening Comprehension
1 - Orientation to Book Print	4 - Initial Sound Identification	7 - Oral Passage Reading	10 - Dictation
2 - Letter Name Knowledge	5 - Familiar Word Reading	8 - Reading Comprehension	

	Section	Enrolment M	F	READING LEVEL 1	2	3	4	5	6	7	8	9	10	TOTAL
Grade 2	Narra	19	14	0	0	0	0	1	0	3	0	29	0	33
	Mahogany	18	14	3	3	2	2	3	3	4	5	5	2	32
	Acacia	18	14	2	0	0	0	6	2	6	8	8	0	32
	Molave	19	14	1	0	0	0	5	3	5	10	9	0	33
	Kamagong	18	15	2	3	2	1	6	3	5	5	6	0	33
Total		92	71	8	6	4	3	21	11	23	28	57	2	163

Fig. 2.1: POST-ASSESSMENT USING EGRA TOOLKIT (GRADE 1 LEARNERS)

EARLY GRADE READING ASSESSMENT TOOLKIT (EGRA) - TAGALOG

Reading Level Scale

0 - Nothing	3 - Letter Sound Knowledge	6 - Invented Word Decoding	9 - Listening Comprehension
1 - Orientation to Book Print	4 - Initial Sound Identification	7 - Oral Passage Reading	10 - Dictation
2 - Letter Name Knowledge	5 - Familiar Word Reading	8 - Reading Comprehension	

Section	Enrolment M	F	READING LEVEL 0	1	2	3	4	5	6	7	8	9	10
Santan	17	18			1	4	3	3	3	4	4	11	3
Rosal	20	13	0	0	1	4	5	3	4	3	6	5	2
Daisy	19	16	0	0	0	4	3	4	5	7	5	4	3
Sampaguita	21	18	0	0	2	5	7	5	2	3	5	5	5
Camia	17	19	0	3	5	7	3	4	5	3	2	2	2
	94	84		3	9	24	20	19	19	20	22	27	15

Fig. 2.2: POST-ASSESSMENT USING EGRA TOOLKIT (GRADE 2 LEARNERS)

Reading Level Scale

0 - Nothing	3 - Letter Sound Knowledge	6 - Invented Word Decoding	9 - Listening Comprehension
1 - Orientation to Book Print	4 - Initial Sound Identification	7 - Oral Passage Reading	10 - Dictation
2 - Letter Name Knowledge	5 - Familiar Word Reading	8 - Reading Comprehension	

	Section	Enrolment M	F	READING LEVEL 0	1	2	3	4	5	6	7	8	9	10	TOTAL
Grade 2	Narra	19	14	0	0	0	0	0	0	1	2	1	15	14	33
	Mahogany	17	15	2	2	3	3	3	2	3	6	4	3	3	32
	Acacia	19	14	0	1	0	0	0	2	3	7	11	9	0	33
	Molave	19	14	0	0	0	0	1	2	3	6	9	10	2	33
	Kamagong	18	15	0	2	3	2	1	6	3	5	5	6	0	33
Total		92	72		5	6	5	5	12	13	26	30	43	19	164

IV. Discussion

The result shown on Fig 1.1 and 1.2 are the results of Early Grade Reading Assessment among Grade 1 and 2 learners on their pre-assessment:

The result of Grade 1 ODL learners are as follows: out of 39, 1 learner was assessed under orientation to book print, 6 were under letter sound knowledge, 7 under initial sound recognition, 8 under familiar word reading, 6 under invented word decoding, 2 under oral passage reading, 2 under reading comprehension, 2 under listening comprehension, and 5 that can already undergo with dictation. This shows that 72% of them had low performing skills in reading comprehension during their pre-assessment and only 28% of 39 understood the texts and had reading comprehension. The result of Grade 2 ODL learners are as follows: out of 33, 1 was under familiar word reading, 3 oral passages reading, and 29 had reading comprehension already. This shows that 12% of them had low performing skills in reading comprehension during their pre-assessment and only 88% of 33 understood the texts and had reading comprehension.

Comparing the results on their post-assessment using the same tool, Grade 1 ODL learners increased from 28% to 49% learners that can already understand and comprehend stories. And for Grade 2 ODL learners, it increased from 88% to 97% of learners that can already comprehend stories.

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V. REFERENCES

- * Isenberg & Jalongo, 2010
- Werner & Freeman, 2001