

Project STAR: Strategic Teaching Across Reading: A School Based Project for Grade V Pupils at Ganado Elementary School



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ABSTRACT

Able to read is not just a simple and single skill but a combination of multiple skills and processes in which the readers interact with printed words or texts for content and pleasure. Through the act of reading, a single person can also teach writing, speaking, vocabulary or context clues, grammar, spelling and many more aspects related to reading.

The sole purpose of this research is to improve the student's reading ability and comprehension in a modular distance set-up in Ganado Elementary School using the devised strategies from Project STAR, especially now that we are experiencing a pandemic which highly affects and restraints the teachers to have an actual face-to-face set-up with their students.

The research methodology will start with the researcher randomly picking the needed respondents from the two heterogeneous sections: Kamagong and Talisay. Having 15 respondents from each section will complete the needed respondent for the research. Each of the student's will be participating in the Project Star in a modular distant learning approach. The researcher will prepare a weekly module with different strategies and parameters to improve one's reading and will be release to thirty (30) selected students from Grade five Kamagong and Talisay section. The researcher will meet the respondents in an online video chat, specifically Facebook messenger, to assess the improvement of each respondent. Student's progress in terms of literacy, speed and ability to read multiple words will be recorded and be included in the data corresponding to the project. Through the data collected, the best strategy in improving the student's ability should be identified.

Results showed that through Project Star, the ability of the Grade 5 students of Ganado Elementary School were able to increase and have shown a distinct difference on a weekly basis. In this research, qualitative, quantitative and statistical approach where done in order to definitely assess the effectivity of Project Star during a modular set-up in a pandemic period.

Keywords: *contextualization, localization, pedagogy, instructional materials*

INTRODUCTION

A child's ability to read is critical for his or her development, and multiple studies have shown a link between competency in reading and writing. Reading specialists and educators have long known that literacy - the ability to read and write - is tied to everything we do and those connections in social situations and practices are very important in developing literacy and communication skills in children.

Today, literacy is evolving into much more than the ability to read a newspaper and the latest best-selling books. For teachers and students, it is also about being intellectually, culturally, and electronically capable. In the workplace, it is viewed by being proficient in several computer programs, knowing how to research and solve complex problems, or handling multiple projects. From navigating the Internet to making health care-related decisions, literacy is therefore continuously evolving.

According to a series of studies, teaching a child to read early has multiple benefits and is the key to child's wonderful academic future. The main reason to this is that reading is the heart of all formal education. Reading opens the door of a child's early academic success, imparts a love of learning and leads to higher grades in every subject.

Based on the School Improvement Plan (SIP), one of the major problems of the school is the poor reading ability and comprehension skills of the pupils. Thus, there is an apparent need to mitigate this learning dilemma. This will not only benefit the pupils but also the learning process inside and outside the classroom and the school as a whole, especially now that we are experiencing the effects of the pandemic.

Data that has been used in this study is based on the existing school-wide reading assessment conducted by the faculty members and from the collated data from the new modular teaching approach. Through collaborations various strategies were collated, thus eventually creating PROJECT STAR (Strategic Teaching Across Reading: A School Based Project for Grade V Pupils at Ganado Elementary School). Even though other researchers have not been able to provide a detailed definition of different reading strategies due to different perspective, still it is a general accepted idea that any reading strategy is considered as a conscious reading behaviour. Carrel (1998) emphasized that such strategies includes skimming, scanning , predicting and guessing, making interferences, confirming and disconfirming interferences, identifying main idea, rereading and many more. Also, Singhal (2001) has concluded that various reading strategy leads to improve reading performance.

METHODOLOGY

The highlight of this research is the improvement of the student's reading ability and comprehension in a modular distance set-up in Ganado Elementary School using the devised strategies from Project STAR. This action research aims to enhance the reading ability and word comprehension of the Grade V students of GES through the use of well thought strategies embedded in the Project STAR. The respondents of this study are composed of 30 Grade V pupils currently enrolled at Ganado Elementary School.

The data gathered during the conduct of Project STAR (Strategic Teaching Across Reading) for Grade V Pupils on Modular Distance Learning at Ganado Elementary School aims to help teachers to use an alternative strategy in teaching reading among the students in the pandemic period in by using a non-modular learning set-up.

In order to achieve the aims of this study and solve the research problem, the researcher will be utilizing the descriptive type of research technique. To satisfy the requirements of the research, the researcher will use the frequency and Percentage as the statistical tool for the data gathered.

There will be 30 students who will participate in the study. These students will come from heterogeneous section, Kamagong and Talisay, half of the total respondents are coming from Kamagong section and the other half are coming from Talisay section with a total of 30 students. The said students will partake in the Project STAR which will help the students to improve their reading skill through various strategies in a modular distant learning approach in a COVID 19 pandemic set-up.

The researcher will randomly pick the needed respondents from the two heterogeneous sections: Kamagong and Talisay. Having 15 respondents from each section will complete the needed respondent for the research. Each of the student's will be participating in the Project Star in a modular distant learning approach.

The researcher will use different various instruments. First is the English modules given by the school. Various strategies to improve one's reading ability will be cited in the module in order for the student together with his or her parent to practice. The module will be an effective tool in the student's reading ability enhancement. The next instrument is the reading worksheet that will be included in the module. This reading worksheet will be the reference of the students in practicing their reading skill together with their parents. Lastly, the researcher will be using Facebook Messenger as the platform to which the researcher and the students can monitor, communicate and

have an oral reading session with the students in order to examine and monitor the progress of the student's reading ability. Also, through Facebook Messenger, the researcher can perform an online literacy test in order to examine the effectiveness of Project STAR.

After the data gathering, the data will be tallied, analyzed, validated, and subjected to the right statistical tools. In determining the reliability and validity of the Project STAR in terms of approach, and effectiveness, weighted mean of the total used time and number of words read by the students weekly will be used as basis for improvement. In determining the level of performance of Grade V, the Grade V learners will be evaluated using literacy tests in a form of oral reading on the last meeting; mean percentage scores and standard deviations will be utilized. In determining the significant difference between the levels of performance of learners who used the Project STAR and archived scores of Grade V learners from the previous year, t-test for uncorrelated means will be used.

The method used for this research with analyzing the data will be both quantitative and qualitative. Quantitative since we will be measuring the student's speed and total number of words that can be read in a sentence. Qualitative in a sense that by using this project, the researcher can literally observe the effectiveness especially the progress of each student partaking in the Project studied by the researcher. Through this, the best strategy in improving the student's reading ability will be identified.

RESULTS

In conducting research, different statistical tools can be used. This includes graphs, statistical test and many more. One of these statistical tools is the t-test. T-test assesses

whether the means of two groups are *statistically* different from each other. This analysis is appropriate whenever you want to compare two groups, and especially appropriate as the analysis for the post test-only two-group randomized experimental design.

The mean of each data were computed as well as the T value. Pertaining to the usage of the T –test, the T-test determine if there is a significant difference between the values. Looking at the computed values, you will see a trend that as the week goes by there is an improvement in the progress of the student's ability in reading. Looking at the mispronunciation row, the T Value tends to increase which means as the week goes by, the average mispronounce words diminishes which shows an inverse proportion. Same with the other parameters in determining the progress of the student's ability to read, others show a distinct increase and decrease of T value. In omission, the T value gets lower as week goes by however when encountering many words there is a sudden change in the T value. In substitution, the values tend to go up as the week goes which shows a distinct change as time passes by.

In determining the statistical relationship of the ideas pertaining to the ability of the students to read, the following must be observed, data values must be independent. Measurements for one observation do not affect measurements for any other observation. Data in each group must be obtained via a random sample from the population. Data in each group are normally distributed. Data values are continuous. The variances for the two independent groups are equal. In overall, based on the data obtain from the computation; the study relating to the project proposed to improve a student's ability to improve their reading skill is effective. Hence, the statistical analysis shows a significant

difference per each week showing good results on parameters that needs improvement.

DISCUSSION

All of the strategies given to the learners were indeed effective. But the best strategies based on the gathered data that impacts the learners is the Teachbook intervention, where in the miscues were lessened, the time to read shortened, the reading rate increased and the comprehension level of the learners improved.

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