REINTRODUCTION OF BASIC SIGHT WORDS USING THE READING LOG TO IMPROVE WORD RECOGNITION AMONG SELECTED GRADE 9 STUDENTS

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ABSTRACT

Reading is a critical skill for students, and it involves word recognition, comprehension, fluency, and motivation. In the Philippines, the PISA 2018 results raised concerns about students' reading abilities, with a significant number performing below the minimum proficiency level. In response, the Department of Education (DepEd) launched the "Hamon: Bawat Bata Bumabasa" initiative. Biñan Integrated National High School supported this initiative and aimed to address reading skills gaps through intensified reading programs. However, the COVID-19 pandemic disrupted the academic year, leading to further learning gaps. To address these challenges, DepEd initiated "Brigada Pagbasa."

Despite these efforts, some students still struggled with reading, particularly word recognition. This prompted the creation of a Reading Log as an intervention tool for students, focusing on basic sight words. This study evaluates the Reading Log's effectiveness on students with frustration-level word recognition in the Phil-IRI pretest, using a quasi-experimental design and purposive sampling.

Results showed a significant improvement in word recognition, indicating the intervention's effectiveness. The study offers recommendations for tailored reading interventions, continuous monitoring, and further evaluation of intervention materials, emphasizing the need for evidence-based practices in education.

Keywords: *Reading Intervention, Reading Log, Word Recognition, Struggling Readers*

INTRODUCTION

Reading is a fundamental skill that students need to be able to grasp lessons in school. According to Leipzig (2001), it is a complex endeavor that encompasses word recognition, comprehension, fluency, and motivation. Explore how readers combine these components to derive meaning from written text.

One essential aspect of this is word recognition which means looking at a word and instantly knowing how to say it without having to think about it. When reading words demands careful and laborious decoding, there's not much mental capacity left for understanding the text. Because the ultimate aim of teaching children to read is to improve their ability to understand what they read, an important initial goal is to make sure they can automatically and immediately recognize words (Garnett, 2011).

According to the results of PISA (2018) Fifteen-year-old students in the Philippines achieved lower scores in reading, mathematics, and science compared to the majority of the countries and economies that took part in the PISA 2018 assessment. The Philippines' average reading score was 340 points, equivalent to that of the Dominican Republic, with no country performing worse than these two. In mathematics and science, Philippine students attained scores of 353 and 357 points, respectively, on par with the performance in Panama. Notably, the Philippines outperformed the Dominican Republic in mathematics and science. A significant portion, over 80%, of Filipino students did not attain the minimum level of proficiency in reading, marking one of the highest percentages of low-performing students among all countries and economies participating in the PISA assessment.

The results show that reading skills of students in the Philippines had significantly declined over the years. This has also been observed in most schools in the country. PISA 2018 results had caused concern in the academe. DepEd has acknowledged the pressing issue on struggling learners and learning gaps which were found in results of international assessments. As a response to this, DepEd through DepEd Memorandum 173 s. 2019 had stepped up and launched the 3B's initiative, "Hamon: Bawat Bata Bumabasa".

The DM 173 s. 2019 urged all offices at the Central Office (CO), Regional Offices (ROs), and School Division Offices (SDOs) to actively support the 3Bs initiative by strengthening their efforts to promote reading and by committing to ensure that every learner can read at their appropriate grade level. Furthermore, it instructed all offices at the CO, ROs, SDOs, and schools to realign their priorities towards fostering a culture of reading, recognizing it as a crucial measure to reduce achievement disparities. (DepEd, 2019)

Biñan Integrated National High School has heeded this call and geared up to address reading skills gaps by intensifying its reading intervention programs and promoting reading habits. Unfortunately, the school year 2020 was ended prematurely due to the lockdowns caused by the COVID-19 pandemic. These lockdowns caused schools closure and shifting to distance learning modalities that added up to the previously determined learning gaps. To address this concern, DepEd launched another program called "Brigada Pagbasa".

A lot of efforts have been made but still, there are students who lag in terms of reading skills especially in word recognition. This has prompted the researcher to create an intervention material that will serve as a tool for students to log their reading activities and difficulties, and at the same tome serve as an evaluation tool for teachers to see students' progress. The Reading Log is part of the intervention material in the reintroduction of basic sight words for students who belong to the frustration level in the word recognition in the Phil-IRI pretest.

The Reading Log was originally created to track students reading habits and help with their reading comprehension using different reading materials available at home

during the pandemic. When schools opened for the implementation of in-person classes, it was discovered that students have word recognition problems as shown in the Phil-IRI pretest. Consequently, the researchers need to create an intervention material to help alleviate the reading skills of struggling readers. Originally, this Reading Log was revised to fit the needed intervention for struggling readers. This revised intervention material was first used in the research proposal of the lead proponent as a requirement in the subject Advanced Method of Research at Laguna State Polytechnic University-Los Baños Campus. The lead researcher felt the need to test its effectivity as an intervention material thus used it in this action research.

This study is limited only to the students handle by the researchers which is composed of 9 sections in total. From these sections, participants came from only 4 sections. They were chosen based on their word recognition level and number of miscues committed during the pretest.

Furthermore, this investigation also made use of the Basic Phenomena for Word Recognition (Lupker, 2005), which includes the Word Superiority Effect (Reicher, 1969; Wheeler, 1970). It also considered the Word Frequency Effect (Becker, 1976; Forster & Chambers, 1973; Monsell, 1991; Monsell, Doyle, & Haggard, 1989), indicating that frequently seen words receive quicker responses. The study incorporated the Semantic Priming Effect (Meyer & Schvaneveldt, 1971; see Neely, 1991, for a review), where two words are presented, with the first one, the "prime," establishing context, typically requiring no immediate response. The second word, the "target," necessitates either a naming or lexical-decision response. Lastly, the masked repetition priming effect (Evett & Humphreys, 1981; Forster & Davis, 1984) involves briefly presenting a prime word immediately followed by the target in the same physical position on the computer screen (Lupker. 2005)

METHODOLOGY

This action research used a quantitative method of utilizing the quasi-experimental design which aims to establish a cause-and-effect relationship between an independent and dependent variable (Thomas, L. 2020). It used the purposive sampling technique to determine the participants. Purposive sampling, sometimes referred to as judgmental, selective, or subjective sampling, is a non-probability sampling method where researchers make their selection of participants based on their own discretion and judgment rather than using randomization. This was deemed appropriate for the study.

The Phil-IRI pretest mean scores was compared to the Phil-IRI posttest mean scores. To determine the significant difference, t-test was used.

The procedure for data collection were summarized below:

Phase I. Preparation Stage. Preparation of materials and data gathering tools for the administration of Group Screening Test to all students

Phase II. Data Gathering Stage. Administration of the Group Screening Test to identify participants to undergo the Phil-IRI pretest. The identified students were given the pretest to identify their word recognition skills. Students who fall under the frustration level in the Word Recognition was deemed fit to undergo the intervention using the Reading Log. After the administration of the intervention, posttest was given to determine if there is a significant difference on the number of miscues committed by the students during the pretest.

Phase III. Data Analysis Stage. Prepared table of summary for data needed for analysis and treatment.

Phase IV. Summary and Interpretation Stage. Crafting of research summary through the interpretation of the tea

Phase V. Reporting. Crafting the final paper including the results and recommendations of the study. Present the result of the study.

RESULTS

The study examined the effectiveness of the Reading Log as intervention material in the reintroduction of basic sight words among struggling readers in Grade 9. It sought to answer the following questions:

1. What is the word recognition reading performance of Grade 9 students in the Phil-IRI pretest?
2. What is the word recognition reading performance of Grade 9 students in the Phil-IRI posttest after administering the intervention?
3. Is there a significant difference between the word recognition reading performance of Grade 9 students in the pretest and posttest in the Phil-IRI

The collected data were able to present the following results:

1. The average number of miscues is approximately 42.8, offering insights into their initial reading performance. It indicates low word recognition skills.

2. The findings reveal variations in their post-intervention word recognition performance, with an average of approximately 31.80. It signifies a decrease in the number of miscues committed by the participants

3. The results indicate a highly significant difference (P value < 0.0001) between the pretest and posttest, indicating a substantial improvement in word recognition skills. The mean difference is 11.00, with a 95% confidence interval ranging from 8.00 to 14.00, signifying the intervention's effectiveness in enhancing word recognition abilities.

- and be able to maximize the available technology and resources to deliver quality education the best way we can.

DISCUSSION

Initially, their average number of miscues was approximately 42.8, indicating low word recognition skills. However, after the intervention, we observed a significant improvement in their word recognition performance, with an average of approximately 31.80, suggesting a reduction in the number of errors made. The results of the study underscores the effectiveness of the intervention in strengthening word recognition abilities

Given the initial low word recognition skills observed, it is essential to implement reading interventions. These interventions should focus on addressing the specific needs of students, such as improving word recognition and reading fluency and speed. Moreover, it is important to continue monitoring the progress of students in their word recognition skills and offer support. This support can come in the form of additional interventions, peer-tutoring, or small group sessions to ensure that the improvements observed in the intervention are sustained. Continuous evaluation can help teachers understand and assess students reading level to provide appropriate intervention.

Furthermore, educators and institutions can learn from this study and consider implementing similar interventions or create contextualized interventions to improve word recognition skills among students. Additionally, further evaluation of the intervention material is highly recommended.

Reflecting on the findings of this study, several important points is worthy to be focused on. Initially, it was evident that Grade 9 students had a relatively low word recognition skills, as indicated in the results of the Phil-IRI pretest. This raised concerns about their reading abilities and the need for focused interventions. However, the study's intervention had a remarkable impact, with the post-intervention average dropping significantly. This reduction signifies a clear improvement in word recognition, indicating that the intervention was effective in reducing

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the number of reading errors made by students.

These results of the study highlighted the importance of interventions in enhancing word recognition skills, fluency and speed. Continuous monitoring and support are crucial to ensuring that the progress achieved is sustained. One-on-one assistance, small group sessions, and regular evaluation of students' reading levels can aid in providing targeted support.

Furthermore, the study's success in strengthening word recognition abilities may serve as an inspiration to other educators to consider implementing similar interventions or develop programs geared to improve word recognition skills among students.

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