PROJECT RELEASER: Recreational Learning Activities for Student's Excellence in Reading Level of the Grade VI Pupils at Our Lady of Lourdes Elementary School

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ABSTRACT

Since reading level seems to be a challenge for both teachers and students. The learners need some new way of teaching-learning process. Recreational activities should be added during classroom discussions to improve their reading level and enjoy learning. Henceforth, the inclusion of recreational activities in classroom discussions gauges the students to learn.

Purposive sampling was used in this study as it is a type of a non-probability sampling which is commonly used in educational field. The target participants who took part on this study were the grade VI pupils who were determine as reader without comprehension and independent readers will participate in the study.

The implications of the different recreational activities have been identified their effectivity in terms of their respective mean percentage score where; the most effective recreational activity is More-formlogy with the mean percentage score of 64.33% followed by SemanTeach with the mean percentage score of 54.78%. Consequently, PhonoLogic is somehow effective with the mean percentage score of 48.67% followed by LinguiSticks with the mean percentage score of 48.56%. Lastly, the least effective recreational activity was SynTactics with the mean percentage score of

45.78%. This can be concluded that the most effective recreational activity was More-formlogy and the least was SynTactics

Overall, the research findings reveal that various recreational activities significantly influence the reading levels of pupils. Most students categorized as frustration readers took the Phil-IRI Test, while fewer were identified as independent readers. Recreational activities such as More-Formlogy resulted in most pupils being both independent and instructional readers, highlighting its effectiveness. The study emphasizes that the choice of activity greatly impacts students' reading progress, with More-Formlogy being the most effective and SynTactics the least effective. This underscores the crucial link between a student's interest in an activity and their reading level development.

Keywords: *recreational activities, non-reader, frustration*

INTRODUCTION

After two years of homeschooling or the so-called distance learning, learners must thrive on their own at most times. Thus, it causes them to be burnt out of answering their modules. Though, teachers conduct a weekly Online Kamustahan to ensure they are alright during the height of pandemic, they seemed to have a need of face-to-face guidance. Since, reading level seems to be a challenge for both teachers and students. The learners need some new way of teaching-learning process. Recreational activities should be added during classroom discussions to improve their reading level and enjoy learning. Henceforth, the inclusion of recreational activities in classroom discussions gauges the students to learn.

12 out of 45 pupils were identified as non-readers and 17 out of 45 pupils were also identified as frustration readers with regards to the GST Scores. Nevertheless, these 12 non-readers and 17 frustration readers have taken an oral reading test and the result was not as it seems respecting to their GST scores. These pupils were classified as readers without comprehension in the English Language.

The results will be used to identify the strategy/ies that can help in the problem. It caught the interest of the pupils; thus, recreational learning activities are ways which can be used to gauge them to read. Through invented learning activities, reading comprehension can be strengthen and developed a life-long learning.

METHODOLOGY

The participants of the study were the grade VI pupils. There were 45 pupils who participated in the study composed 20 male pupils and 25 female pupils. The participants who were determine as reader without comprehension and independent readers will participate in the study.

Purposive sampling was used in this study as it is a type of a non-probability sampling which is commonly used in educational field. The target participants who took part on this study were the grade VI pupils who were determine as reader without comprehension and independent readers will participate in the study.

The researcher will use a researcher-made activities and its mean percentage score (MPS) to determine which on the invented recreational learning activities was more effective. The scores were gathered after the activity and every Friday for the pupils' progress.

DISCUSSION

The idea of the study was to gauge the pupils in recreational learning activities to increase their reading level. The recreational learning activities will be shuffled everyday to avoid the boredom in doing the activities. Then, each invented recreational learning activities have their own mechanics to be followed by the students. In each activity, the students will be given a certain point. Lastly, the points gained in every activity will be summed per week as a group. The highest point will be rewarded.

The researchers will be using the following recreational learning activities within the week. The activities will be shuffled to gauge the learners in unpredictable sequence of the following recreational learning activities.

▪ LinguiSticks- The pupils will be given by the teacher of an English word with a variety Tagalog translation, and they will use it in a sentence. The concept of word banking will be used in this game using popsicle sticks. The given word will be written by them in a popsicle sticks. There will be one point for each word variety if they will be able to use it in English.

▪ SemanTeach- A concept of semantics will be used the study. The pupils will be given an opportunity to compose their own sentence as group using the words written in the meta cards. SemanTeach will be having a peer-tutoring strategy in which the pupils will help the determined learners with reading without comprehension and translate it in the mother tongue to understand the meaning of the English sentence they had composed. A time limit will be applied the fastest group will receive the full marks while the others will receive half marks.

▪ SynTactics- Each group will be given a word in a meta card and will compose a sentence. The groups will already have a full mark point. The demeriting will only happen if the other groups will be able to identify the error in the sentence based on the grammar rule to be given by the teacher. The concept of syntax will be applied in this game.

▪ PhonoLogic- This game will be using the concept of phonology with a little bit of twist. There will be a contest with the concept of Game KNB game show for advancement of level. The words will be used in this game will be words with the same sound but differs in spelling (Homophones). There will be three rounds. The pupil who will be the first to read the word or words correctly will automatically be advanced in the next round. The second round will be spoken spelling. The third round will be reading the sentences with the words used in the first two words show their difference in their meaning.

▪ More-Formlogy- This game will use the concept of word banking and morphology. In a meta card, the pupils will form different words. The meta cards have a suffix, prefix, and root words. They will add the prefix, root word, and suffix, then they will read the new form and its new meaning. Each new form word is equivalent to one point and there will be an additional four points if the word was used in a sentence.

RESULTS

This research was accumulated and gathered data to provide results such as:

Table 1. Phil-IRI Results Before Recreational Activity

Reading Level	No. of pupils
Independent	5
Instructional	11
Frustration	17
Nonreader	12
Total	45

Based on the test conducted as presented in the table, most of the pupils were identified as Frustration Level (n= 17) followed by pupils identified as Nonreader Level (n=12). Moreover, 11 pupils were identified as Instructional, and 5 pupils were identified as Independent. This can be concluded that majority of the pupils were identified as Frustration readers and least of them were identified as independent readers.

Table 2. Reading Level of Pupils After LinguiSticks Recreational Activity

Reading Level	No. of pupils after LinguiSticks
Independent	6
Instructional	20
Frustration	10
Nonreader	9
Total	45

Based on the activity conducted as presented in the table, most of the pupils' reading level were identified as Instructional Level (n= 20) followed by pupils identified as Frustration Level (n=10). Moreover, nine (9) pupils were identified as Nonreader, and six (6) pupils were identified as Independent. This can be concluded that majority of the pupils were identified as Instructional readers and least of them were identified as independent readers.

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Table 3. Reading Level of Pupils after SemanTeach Recreational Activity

Reading Level	No. of pupils After SemanTeach
Independent	15
Instructional	11
Frustration	12
Nonreader	7
Total	45

Based on the activity conducted as presented in the table, most of the pupils' reading level were identified as Independent Level (n=15) followed by pupils identified as Frustration Level (n=12). Moreover, 11 pupils were identified as Instructional, and seven (7) pupils were identified as Nonreader. This can be concluded that majority of the pupils were identified as Independent readers and least of them were identified as Nonreaders.

Table 4. Reading Level of Pupils after SynTactics Recreational Activity

Reading Level	No. of pupils After SynTactics
Independent	6
Instructional	14
Frustration	17
Nonreader	8
Total	45

Based on the activity conducted as presented in the table, most of the pupils' reading level were identified as Frustration Level (n=17) followed by pupils identified as Instructional Level (n=14). Moreover, 8 pupils were identified as Nonreader, and six (6) pupils were identified as independent. This can be concluded that majority of the pupils were identified as Frustration Readers and least of them were identified as independent readers.

Table 5. Reading Level of Pupils after PhonoLogic Recreational Activity

Reading Level	No. of pupils After PhonoLogic
Independent	6
Instructional	19
Frustration	17
Nonreader	3
Total	45

Based on the activity conducted as presented in the table, most of the pupils' reading level were identified as Instructional Level (n=19) followed by pupils identified as Frustration Level (n=17). Moreover, six (6) pupils were identified as independent, and three (3) pupils were identified as nonreaders. This can be concluded that majority of the pupils were identified as Instructional Readers and least of them were identified as nonreaders.

Table 6. Reading Level of Pupils after More-Formlogy Recreational Activity

Reading Level	No. of pupils after More-FormLogy
Independent	17
Instructional	17
Frustration	10
Nonreader	1
Total	45

Based on the activity conducted as presented in the table, most of the pupils' reading level were identified as both Independent and Instructional (n=17). Moreover, 10 pupils were identified as Frustration readers, and one (1) pupil was identified as nonreader. This can be concluded that majority of the pupils were identified as both Independent and Instructional Readers and least of them was identified as nonreaders.

Table 7. Mean Percentage Scores of the Recreational Activities

Recreational Activities	Mean Percentage Score
LinguiSticks	48.56%
SemanTeach	54.78%
SynTactics	45.78%
PhonoLogic	48.67%
More-Formlogy	64.33%

After conducting different recreational activities, the data presented in the table the following mean percentage scores, most effective recreational activity is More-formlogy with the mean percentage score of 64.33% followed by SemanTeach with the mean percentage score of 54.78%. Consequently, PhonoLogic is somehow effective with the mean percentage score of 48.67% followed by LinguiSticks with the mean percentage score of 48.56%. Lastly, the least effective recreational activity was SynTactics with the mean percentage score of 45.78%. This can be concluded that the most effective recreational activity was More-formlogy and the least was SynTactics.

SUMMARY
Based on the data gathered, the findings are as follows:

Based on the Phil-IRI Test, most of the pupils were identified as Frustration Level (n= 17) followed by pupils identified as Nonreader Level (n=12). Moreover, 11 pupils identified as Instructional, and 5 pupils were identified as Independent. This can be concluded that majority of the pupils were identified as Frustration readers and least of them were identified as independent readers.
In LinguiSticks, most of the pupils' reading level were identified as Instructional Level (n= 20) followed by pupils identified as Frustration Level (n=10). Moreover, nine (9) pupils were identified as Nonreader, and six (6) pupils were identified as Independent.
In SemanTeach, most of the pupils' reading level were identified as Independent Level (n=15) followed by pupils identified as Frustration Level (n=12). Moreover, 11 pupils

were identified as Instructional, and seven (7) pupils were identified as Nonreader.
While in SynTactics, most of the pupils' reading level were identified as Frustration Level (n=17) followed by pupils identified as Instructional Level (n=14). Moreover, 8 pupils were identified as Nonreader, and six (6) pupils were identified as independent.
Hence in PhonoLogic, most of the pupils' reading level were identified as Instructional Level (n=19) followed by pupils identified as Frustration Level (n=17). Moreover, six (6) pupils were identified as independent, and three (3) pupils were identified as nonreaders.
Apparently in More-Formlogy, most of the pupils' reading level were identified as both Independent and Instructional (n=17). Moreover, 10 pupils were identified as Frustration readers, and one (1) pupil was identified as nonreader.
The implications of the different recreational activities have been identified their effectivity in terms of their respective mean percentage score where; the most effective recreational activity is More-formlogy with the mean percentage score of 64.33% followed by SemanTeach with the mean percentage score of 54.78%. Consequently, PhonoLogic is somehow effective with the mean percentage score of 48.67% followed by LinguiSticks with the mean percentage score of 48.56%. Lastly, the least effective recreational activity was SynTactics with the mean percentage score of 45.78%. This can be concluded that the most effective recreational activity was More-formlogy and the least was SynTactics

CONCLUSION
After tabulation and interpretation of the gathered data, this research inferred the following conclusions:
1. Most of the pupils who have taken Phil-IRI Test were majority of the pupils were identified as Frustration readers and least of them were identified as independent readers who took the Phil-IRI Test.
2. The results after recreational activities whereas majority of the pupils were identified as Instructional readers and least of them were identified as

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independent readers in LinguiSticks.

3. In SemanTeach recreational activity, majority of the pupils were identified as Independent readers and least of them were identified as Nonreaders.
4. In SynTactics, majority of the pupils were identified as Frustration Readers and least of them were identified as independent readers.
5. In PhonoLogic, that majority of the pupils were identified as Instructional Readers and least of them were identified as nonreaders.
6. In More-Formlogy, majority of the pupils were identified as both Independent and Instructional Readers and least of them was identified as nonreaders.
7. The most effective recreational activity was More-formlogy and the least was SynTactics.
8. The progress of the pupils' reading level depends on the activity they are interested in to learn new words.

Overall, the research findings reveal that various recreational activities significantly influence the reading levels of pupils. Most students categorized as frustration readers took the Phil-IRI Test, while fewer were identified as independent readers. Recreational activities such as More-Formlogy resulted in most pupils being both independent and instructional readers, highlighting its effectiveness. The study emphasizes that the choice of activity greatly impacts students' reading progress, with More-Formlogy being the most effective and SynTactics the least effective. This underscores the crucial link between a student's interest in an activity and their reading level development

RECOMMENDATION

Based on the findings and conclusions drawn, the following recommendations are offered. The result of this research, found out that localized game-based activity are provided.

To the learner, have more effort and self-study habits to practice what they had learned during day to day intervention.

To the parent, have time to teach their children to have a continuous flow of learning process, follow up is necessity to achieve the goal.

To the teacher, keep on being resourceful and creative in providing different learning materials that can catch learner's attention and interest.

To school head, keep on providing support to the projects that allows for better improvement among learner's academic performance.

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