



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**EFFECTIVENESS OF USING READING LOG TO IMPROVE READING COMPREHENSION
SKILLS OF SELECTED GRADE 9 AND 10 STUDENTS**



JENNELYN S. EMAAS
Teacher II



LUCHELLE L. MANCERAS
Teacher II



ANSHERINA Q. BANZON
Teacher II

ABSTRACT

This study investigates the effectiveness of Reading Log interventions in improving reading comprehension among students in Grades 9 and 10. The research findings are based on the analysis of pre- and post-intervention data. The study reveals several significant findings and implications. The research identifies that many students in these grades encounter challenges in comprehending reading materials suitable for their levels. This observation prompted the creation of interventions to address this issue effectively.

After the implementation of the Reading Log intervention, it was observed that there has been a significant decline in the number of students experiencing frustration levels. This finding suggests that the Reading Log intervention has a positive impact on students' reading comprehension, alleviating their frustrations and anxieties.

In conclusion, the Reading Log is an effective tool for enhancing students' reading comprehension skills, indicating its value in educational settings.

The recommendations derived from this study include the encouragement of English teachers to develop reading interventions specifically tailored to their students' reading levels. It also emphasizes the need for continued support and assistance to help students improve their reading skills. Additionally, the study recommends incorporating the Reading Log as part of reading interventions, acknowledging its effectiveness.

Further evaluation of the Reading Log's long-term impact and suitability to various populations is highly recommended. Future studies can use this study as a springboard in understanding the way reading interventions can enhance students' reading comprehension.

Keywords: Reading Intervention, Reading Log, Reading Comprehension, Struggling Readers

INTRODUCTION

Reading can be defined as a cognitive process where individuals interpret symbols in order to derive meaning. It is an active and engaging activity that entails the construction of the meanings of words. When readers approach their reading with a specific objective, it helps them direct their attention towards that goal and stay focused. Although people may have various reasons for reading, the central objective consistently remains understanding the text. Reading is fundamentally a mental process that allows readers to tap into their existing knowledge, often referred to as prior knowledge. While assimilating information, readers use strategies to comprehend the content, employ themes to structure their ideas, and make use of contextual cues to uncover the meanings of unfamiliar words. ("What is Reading? - Definition & Process," 2016)

Reading comprehension consists of two integral components. The initial component involves possessing a sound vocabulary understanding as the reader must be proficient in comprehending the language employed by the author. The second component revolves around text comprehension, wherein the reader combines their vocabulary proficiency with various comprehension strategies to construct understanding of the text. The process of comprehension, which enables the reader to grasp the text, begins prior to delving into the material and extends beyond the completion of reading. There are specific strategies aimed at enhancing comprehension, such as skimming, enabling readers to gain a broad overview of the text by quickly perusing it; synthesizing, which involves amalgamating information to keep track of the text's unfolding narrative; and self-questioning, wherein the reader engages in active learning by posing questions to themselves. Reading without comprehension is essentially observing symbols on the page. ("What is Reading? - Definition & Process," 2016)

According to PISA 2018, Philippines ranked the lowest among 79 countries in reading comprehension. It provides the most

comprehensive and rigorous international assessment of student learning outcomes to date. Results from PISA indicate the quality and equity of learning outcomes attained around the world, and allow educators and policy makers to learn from the policies and practices applied in other countries. (OECD, 2018)

These PISA 2018 results are similar to the results yielded during the conduct of the Phil-IRI pretest at Biñan Integrated National High School. These data has prompted the researchers to device an intervention material that will help improve students reading comprehension skills and decrease the number of students that fall on the frustration level in reading comprehension.

This study aims to assess the effectiveness of the Reading Log as a tool in the intervention to enhance the reading comprehension skills of the students thus decreasing the number of frustration level students in reading comprehension.

The study is limited only to frustration level in reading comprehension and does not include students with independent and instructional levels.

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).

METHODOLOGY

The primary goal of this study is to evaluate the impact of the Reading Log Intervention on the reading comprehension skills of Grade 9 and 10 students who are struggling readers. These struggling readers are identified as those who demonstrated frustration-level for comprehension in the Phil-IRI pretest conducted in the first quarter of the 2022-2023 academic year.

The researchers identified a total of 197 for Grade 9 and 119 for Grade 10. These students fall under the frustration level in their reading comprehension based on the Phil-IRI pretest results. They were from 9 sections in Grade 9 and 6 sections in grade 10.

Phase I. Preparation Stage. Preparation of materials and data gathering tools for the administration of Phil-IRI pretest students.

Phase II. Data Gathering Stage. Students will undertake a Phil-IRI pretest to determine their reading comprehension level.

Phase III. Data Analysis Stage. Table of summary of need reading level data will be presented and summarized for statistical treatment and analysis

Phase IV. Summary and Interpretation Stage. Research summary will be crafted based on the interpretation of collected and treated data.

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

RESULTS

The study sought to determine the effectiveness of the Reading Log as intervention material for reading comprehension among struggling readers in Grade 9 and 10. It sought to answer the following questions:

1. What is the population of frustration level students in reading comprehension in the pretest?

2. What is the population of frustration level students in reading comprehension in the posttest?
3. Is there a significant difference between the number of frustration level students in reading comprehension in the pretest and posttest.

The research highlights that students in Grade 9 and 10 often struggle to comprehend reading materials that are appropriate for their level, indicating a need for interventions to address this issue.

Moreover, the implementation of the Reading Log intervention led to a significant reduction in the number of students experiencing frustration levels in their reading assessments, showing the positive impact of this approach.

Furthermore, the effectiveness of the Reading Log is supported by graphical comparisons of the entire student population and the results of the paired t-test, emphasizing its value in improving students' reading comprehension.

DISCUSSION

Many students face challenges when it comes to comprehending texts appropriate to their reading level, emphasizing the importance of addressing this issue. The reduction on the number of students in the frustration level category, suggests that interventions like the Reading Log can be effective in addressing this problem. Consequently, the study concludes that the Reading Log is a valuable tool for enhancing students' reading comprehension skills.

Based on the finding of this study it was recommended that. English teachers create their own reading interventions that are appropriate for the reading level of their students. Also, educators should consistently monitor students' reading performance and apply focused interventions like the Reading Log when needed.

Moreover, English teachers may continue to provide assistance to students in terms of their reading skills to help them cope up with school lessons.

Additionally, English teachers may opt to use the Reading Log as part of their reading intervention to enhance students reading comprehension skills given the positive result it has gained through this study. Further evaluation of the reading log is also highly recommended.

The conducted study was done to help enhance the reading skills of the struggling readers. It was not an easy project to implement due to several factors like class suspensions and absenteeism. But through the dedication of the teachers involved in this study, results have shown that this intervention really helped students improve their reading comprehension skills. Improvements of the research process used in this study will help enhance its effectiveness.

Continues monitoring of students reading performance is crucial to maintaining and strengthening the positive effects of the interventions.

Student reading comprehension skills are of great importance for them to succeed academically and be at par with their peers. Teachers should create intervention materials that are appropriate and properly tiered to help students improve and gain back their confidence.

ACKNOWLEDGEMENTS

The proponent extends his gratitude to the City Schools Division of Biñan City and the Local Government Unit of Biñan City for the support on the conduct of the study.

Likewise, the result of the study is offered to the Division to serve as basis for educational plans and further improvement of the delivery of quality education in the Division.

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