



Republic of the Philippines
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**READ NOW OR NEVER: A LITERACY IMPROVEMENT PROGRAM FOR STRUGGLING
GRADE 11 ENGLISH READERS AT BINAN CITY SENIOR HIGH SCHOOL
SAN ANTONIO CAMPUS**



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ABSTRACT

The READ NOW or Never program is a literacy improvement initiative designed to address the challenges faced by Grade 11 English readers at Binan City Senior High School-San Antonio Campus. The program aimed to improve students' reading and comprehension skills through tailored strategies, targeting those who were labeled as "frustrated" by the Phil-Iri (Philippine Informal Reading Inventory).

This research used the One Group Pretest-Posttest Study. A pretest was administered to serve as baseline scores. In using this design, the scores prior to applying the READ NOW or Never program were compared. Home reading materials were distributed, and weekly oral readings with comprehension questions were conducted. A reading comprehension lecture was also held and a Phil-Iri assessment was administered to assess progress.

The results of the study revealed that the respondents made 245 mispronunciation errors during the oral reading pre-intervention, leading to a 54.29% improvement post-intervention.

The results showed a statistically significant difference between pretest and posttest mean scores of Grade 11 students' silent and oral reading comprehension. It also demonstrated that proper and effective instruction could help frustrated readers improve their reading skills.

READ NOW or Never intervention also significantly improved the reading profiles of respondents from frustrated to instructional demonstrating its effectiveness in transforming reading habits. The program was also highly praised by respondents, who agreed that it effectively addressed their specific needs for reading, provided a variety of useful reading materials, provided helpful tutoring or guidance, and felt more confident in their ability to read in English after participating in the program.

Keywords: *READ NOW or Never, reading profiles, frustration, instructional, independent, Struggling English readers, oral reading, silent reading, comprehension, miscues*

INTRODUCTION

The study aimed to address the reading and comprehension difficulties of Grade 11 students at Binan City Senior High School-San Antonio Campus. Language teachers observed that many students were struggling with reading comprehension, which was crucial for their future education or employment. The study was motivated by external factors such as the Philippines' low ranking in international assessments and the importance of reading literacy according to PISA.

The Philippine Informal Reading Inventory (Phil-Iri) revealed that a significant portion of Grade 11 students were classified as "frustration" readers, indicating significant reading challenges. This data informed the READ NOW or Never intervention, designed to elevate these students' reading and comprehension skills.

This study aligned with the school's Learning Recovery and Continuity Plan (LRCP) of Binan City Senior High School-San Antonio Campus recognized the alarming results of the literacy exam and emphasized the need

for targeted interventions. The READ NOW or Never intervention was specifically designed to help students transition from frustration to instructional or independent levels in reading.

This study aimed to bridge learning gaps created by the COVID-19 pandemic, particularly the shift to distance learning. In summary, the study aimed to enhance the reading and comprehension skills of Grade 11 learners at Binan City Senior High School-San Antonio Campus, align with international educational standards, and bridge learning gaps created by the pandemic.

METHODOLOGY

This study aimed to investigate the impact of the READ NOW or Never intervention on Grade 11 struggling English readers, both males and females. The participants were identified as frustrated readers using the Phil-Iri (Philippine Informal Reading Inventory). Out of 368 students, 18% were marked under frustration reading level and were selected for the intervention. Purposive sampling was used to select participants based on their scores.

Data gathering methods included various instruments, such as the Phil-Iri, a revised assessment tool designed to determine a student's reading level. The proponents conducted silent and oral reading assessments to assess speed, rate, comprehension levels, and reading scores. Survey questionnaires were also used to gather learners' perceptions after the implementation of the READ NOW or Never program.

This research followed a three-phase procedure:

1. Preparation Stage. The proponents obtained permission from the school's principal to conduct the study.

All tools and instruments were prepared by the proponents.

2. Data Gathering Stage. Before the implementation of the READ NOW or Never program, all struggling learners in Grade 11 under frustration levels were given oral and silent reading assessments. After the test, the application of the program was conducted, and another set of Phil-Iri assessments was administered to check if there was a significant change in their reading and comprehension levels.

3. Data Analysis Stage. After collecting all necessary information, the researchers organized, tabulated, evaluated, and interpreted the data to draw conclusions and generalizations.

The data analysis plan included a detailed analysis of the data, including the results, findings, and recommendations for future interventions. The study aimed to provide valuable insights into the effectiveness of the READ NOW or Never intervention in improving English reading skills among Grade 11 students. The study aimed to investigate and address the reading challenges faced by Grade 11 struggling English readers at Binan City Senior High School-San Antonio Campus. The participants were Grade 11 students identified as frustrated readers based on the Philippine Informal Reading Inventory (Phil-Iri). Out of 368 Grade 11 learners, 68 (18%) were selected for the READ NOW or Never intervention. Data was collected through the Phil-Iri, silent and oral reading assessments, and survey questionnaires. The data collection process involved obtaining permission from the school's principal, conducting oral and silent reading assessments, administering the READ NOW or Never program, and conducting a posttest to determine if there was a significant change in students' reading and comprehension levels. The data was analyzed using various statistical methods, including the independent T-test, P-value approach, and percentage to

determine the total number of miscues committed during oral reading.

RESULTS

The READ NOW or Never program that aimed to improve the reading skills of Grade 11 English readers involved a series of pretest and posttest measures, with the mean scores of silent and oral reading readings showing a slight decrease post-intervention.

Question 1. What were the pretest and posttest mean scores of Grade 11 English readers who participated in READ NOW or Never in terms of:

- 1.1. *Silent reading comprehension*
- 1.2. *Oral reading comprehension*

The pretest and posttest mean scores of Grade 11 English readers who participated in the READ NOW or Never program were 94.6618 (silent) and 95.1765 (oral), respectively, with a mean difference of 0.09154. The posttest scores were 92.1471 (silent) and 92.5588 (oral), 3.25706, and .39498, respectively, with a mean difference of 0.07505. The results suggested that the program improved students' silent and oral reading comprehension, with a .05 level of confidence. This showed that the program appeared to have a positive impact on both silent and oral reading comprehension scores with a high level of confidence (95% confidence level). The mean differences were positive, indicating improvement;

Question 2. How many miscues did the learners commit during oral reading in terms of:

- a. *Mispronunciation*
- b. *Omission*
- c. *Substitution*
- d. *Insertion*
- e. *Repetition*
- f. *Transposition*
- g. *and Reversal?*

The participants made 245 mispronunciation errors during oral reading, leading to a 54.29% improvement post-intervention. Other miscues included omission, substitution, insertion, repetition, transportation, and reversal. The READ or NOW or NEVER intervention demonstrated that proper and effective instruction could help frustrated readers improve their reading skills. Addressing mispronunciation was crucial, as it was the most common issue in reading. The results showed that the intervention significantly reduced mispronunciation errors, demonstrating the effectiveness of proper instruction in improving reading skills. Mispronunciation was identified as a common issue.

Question 3. Is there a significant difference between the pretest and posttest mean scores of Grade 11 learners in silent reading comprehension?

The results showed a statistically significant difference between pretest and posttest mean scores of Grade 11 silent reading comprehension students, with a positive 95% confidence level and a positive t-statistic, rejecting the null hypothesis and indicating a positive difference.

Question 4. Is there a significant difference between the pretest and posttest mean scores of Grade 11 learners in oral reading comprehension?

Same with oral reading comprehension which showed a statistically significant difference between pretest and posttest mean scores of Grade 11 learners, with a positive difference. The confidence interval spanned from 0.16310 to 1.18663, and the p-value was less than 0.05, rejecting the null hypothesis.

Question 5. What are the reading profiles of the respondents in silent and

oral reading before and after the READ NOW or NEVER intervention?

The READ NOW or NEVER intervention significantly improved the reading profiles of respondents from frustrated to instructional, demonstrating its effectiveness in transforming the reading habits of individuals.

Question 6. What are the perceptions of the students about the effectiveness of READ NOW or Never?

On the perceptions of the participants, the "Read Now or Never" program had been highly praised, and the respondents strongly agreed on "The program has improved my comprehension skills." with a mean of 4.78. This showed that the program received strong positive feedback from respondents, indicating that it effectively improved comprehension skills, increased interest in reading, and provided valuable support from teachers. Participants expressed high levels of agreement with these positive statements about the program.

DISCUSSION

The READ NOW or Never program is a dynamic educational initiative that adapts to the evolving needs of students. Its long-term success relies on continuous refinement and implementation, which incorporates the latest pedagogical approaches, technologies, and content. The program's effectiveness is enhanced through ongoing evaluation and customization, emphasizing a student-centric approach. Expanding the program to reach a broader audience can provide more resources and support, ultimately contributing to a more literate and skilled student population.

Pronunciation instruction is crucial for reducing mispronunciation

errors and improving reading fluency. By incorporating strategies and activities to reduce mispronunciations and enhance reading fluency, the program can offer holistic support to students. Continuous monitoring and assessment of Grade 11 students' progress in silent reading comprehension align with data-driven decision-making, enabling educators to gauge the program's impact and identify areas requiring further attention.

Continuous support and resources are essential for maintaining and building upon observed improvements. Opportunities to enhance the program's impact on silent reading comprehension are essential, as it can meet diverse student needs and boost their silent reading comprehension. Maintaining focus on oral reading comprehension is key, as it is a fundamental skill with applications in various contexts.

Data analysis and targeted strategies are best practices, empowering educators to implement targeted strategies that address specific needs. Promoting the program through success stories is an effective way to attract more participants and increase program awareness.

Continuation of the program is vital for its long-term success, as a commitment to the program ensures it remains available to future students who may require reading support. Expanding the program's reach is a logical step in accommodating more learners and addressing their specific needs.

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