

RECOVER: Reading Comprehension Virtual Enhancement Routine for Grade 4 Pupils on Modular Distance Learning at Platero Elementary School



MARDYLETH T. ALORA

MARJORY A. AMORANTO

MARY ANN A. CATE

PLATERO ELEMENTARY SCHOOL

ABSTRACT

This action research aimed to assist the reading of Grade Four Daisy and Sunflower. This was practiced through digital and offline reading routines. The study consisted of 30 Grade four learners from Grade Four Daisy and Sunflower of Platero Elementary School City of Biñan Laguna as respondents. The sample was purposely taken as the researcher specifically used grade four learners. The data on the enhancement routine was observed using Phil- Iri Oral Assessment and used frequency and distribution and z test of dependent proportion method. The data gathered in this study were encoded, tallied, and tabulated to facilitate the presentation and interpretation of the enhancement.

Reading became one of the challenges in modular distance learning. Learners had difficulties in answering modules. Online and offline routines like RECOVER assist learners in reading. Vocabulary exercises and reading activities are part of the intervention. After the implementation, of oral reading post-assessment, the speed and reading comprehension

showed that most of the learners were considered instructional level. This may help in crafting more reading programs that can promote reading in the school community.

Thus, the school may continue supporting teachers and parents in avenues for training that can intensify learners' reading advancement.

KEYWORDS: *Reading Intervention, online platforms, modular, training*

INTRODUCTION

COVID-19 has profoundly impaired the educational system to the extent of leaving the Department of Education no choice but to close all the premises and temporarily shut the door for students to see each other and meet one another, face to face. Sustaining and providing quality education is now the challenge that all educators are struggling to achieve.

As most of the learners struggled in modular distance learning and blended learning, the Department of Education instigate campaigns like ‘Brigada Pagbasa’ and Division of Biñan Project IRISH (Intensifying Reading Interventions in Schools and in every Household) for the collaboration of the community to mitigate the student’s literacy.

Since Platero Elementary School still administers modular distance learning this school year 2021 – 2022, through the DepEd Memorandum No. 048, s 2021, Brigada Pagbasa, pre-

assessment showed the stalled development in reading during the pandemic. Significantly, the fluency and comprehension skill of pupils requires attention.

This condition may involve many opportunities to create programs and help in addressing challenges in literacy. Thus, the creation of the project “RECOVER: Reading Compression Virtual Enhancement Routine” will somehow resolve and cease the increasing numbers of those who have poor comprehension.

METHODOLOGY

The researcher will employ a Descriptive Research Design. To gather the relevant data for the study, the researchers will have Grade 4 pupils of Platero Elementary School Division of Biñan City as a respondent. The study used a descriptive research method. The purposive type of sampling technique will be

applied to this.

This allows the researchers to provide relevant and useful information that can be used for the study. After collecting data, the researcher will evaluate them by using statistical analysis. The researcher will transcribe the pupil's result in Reading Post Assessment and interpret the data from the questionnaires using the range means.

After collecting the data, the researcher will analyze the data through the quantitative method. Surveys and results of the post-assessment will be used to endorse the efficiency of the enhancement routine.

RESULTS (Analysis and Interpretation)

Table 1. Effect of RECOVER on the reading level of Grade 4 pupils.

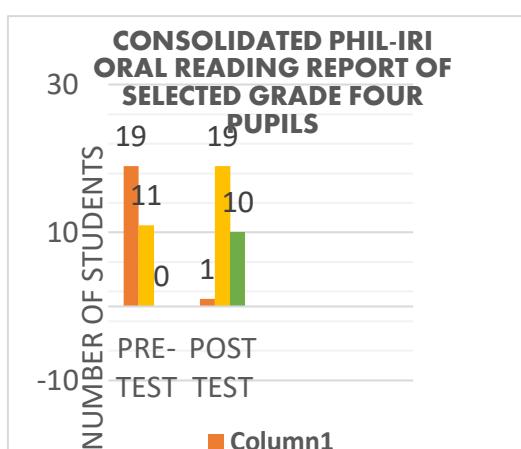


Table 1 shows the effect of RECOVER on Grade Four pupils in terms of Reading.

From zero Independent, after the routine, it increases to 10 students. Learners who are in Frustration decrease to 1. The result proves that routine may assist in the enhancement of reading.

Table 2. Effect of RECOVER as to their behavior towards reading.

Statement	Mean Score	Verbal Interpretation
1. Naunawaan ko ang mga babasahin na binigay ng aking guro.	4.10	Lubos na sumasang-ayon
2. Mas bumbis ang aking pagbabasa.	4.63	Lubos na sumasang-ayon
3. Nadaragdagang aking tiwala sa sarili sa pagbabasa.	4.57	Lubos na sumasang-ayon
4. Mas mabilis kong hasasagutan ang mga katungan sa aking binasa.	4.53	Lubos na sumasang-ayon
5. Malaking tulong sa aking pag-aaral ang mga gawain sa pagbabasa.	4.63	Lubos na sumasang-ayon
AVERAGE MEAN	4.49	LUBOS NA SUMASANG-AYON

Table 2 shows the effect of RECOVER in assisting learners in terms of understanding reading materials has an average mean of 4.49. Learners strongly agree that they can read faster and understand the story. It assists the learners in developing self-confidence.

Pros

1. Everyday vocabulary exercises and storytelling every week support the progress of their reading level.
2. Exercises like reading vocabulary through Messenger and Google Meet every day became a routine for the learners.
3. The weekly storytelling gave them a chance to explore and show their reading skills after the weekly vocabulary.
4. Interactive games may be added to the daily routine of the learners.
5. Previous lessons can be saved easily for future reference or development.

Cons

1. Time or availability of the pupils
2. internet connection because of incidents like typhoons and problems with internet providers.

Discussion

RECOVER was able to enhance Grade Four learners' reading levels through the cooperation of teachers, pupils, and parents. The

result proves that routines in reading may assist teachers in modular distance learning.

The reading routine revealed different explanations for the learner's low reading level. Family background, like parents' education and availability at home, lack of reading materials that pique their curiosity and are suitable to their age and level, and availability of audio-visual learning materials through internet connections.

Thus, the school may continue in training parents and volunteers in promoting reading habits and enhancements of the pupils. Collaboration between the school and community can intensify the advancement of learners' reading levels.

Acknowledgments

The accomplishment of this action research might not be possible without the support of the parents and learners from Grade

Four Daisy and Sunflower as a respondent. We cannot express how thankful we are for their continued assistance and willingness to undergo the routine.

Also, our gratitude to Mrs. Jessica B. Penales, school head of Platero Elementary School, for her support and assistance while the research is still in development. Additionally, to Mrs. Maria Elena Hernandez, our school research coordinator, for challenging us to pursue this action research.

To our fellow educators and friends, Anna Karina Escosura, Leonard Allen Espeleta, Kail Benedick Almadrones, Roella Cañeza, and Ryan Espayos, we are grateful for sharing your expertise in completing this research.

To God be the glory!

References

<https://apjeas.apjmr.com/wp-content/uploads/2014/11/APJ-EAS-2014-1-088.pdf>

<https://www.teacherph.com/revised-phil-iri/>