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READ @ HOME: A TOOL FOR UPGRADING THE READING PERFORMANCE OF GRADE V LEARNERS IN THE NEW NORMAL

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ABSTRACT

Reading comprehension is an integral component in the educational system as it is the foundation of the learners to understand and comprehend all aspects around him. To assess the effectiveness of the project READ @ HOME in upgrading the reading performance of the grade 5 learners of Mabantad North Elementary School during the covid-19 pandemic. This study used the experimental research design, among 30 learners which was equally and randomly assigned into experimental and control group. The standard reading comprehension was used which was also patterned to the learning objectives of the 3rd and 4th grading period for the school year 2020-202. Descriptive statistics were used in the analysis of the scores of the participants and the parties, t-test was also utilized in determining the effectiveness of the intervention at the level 0.05 and the cohens-d test was also used to determine the effect size of the said intervention. Results shows that there is an increase in the scores of the learners in the experimental group before and after the intervention and also significant difference on the pre-test and post-test scores of the experimental group was noted ($p>0.05$). Further analysis shows that there is a large effect of the intervention on the experimental group which yielded to 0.93 as the cohens-d result would indicate. It is therefore safe to say that the project READ @ HOME is effective in upgrading the reading performance of the grade v learners of Mabantad North Elementary School.

Keywords: Reading Performance, new normal, Garde 5, reading comprehension

INTRODUCTION

Reading is the mother of all learnings. Learning to read is about listening and understanding as well as working out what is printed on the page. Through reading stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding. A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which open doors to all kinds of new words for them (Charles W. Elio, undated).

Literature shows that there is growing trend and increasing good performance in the reading literacy and comprehension of students in global arena as made published in the Program International Students Assessment (PISA) of 2019 and this result is also consistent in the data of the Progress of International Reading Literacy Study (PIRLS) as cited in the 2017 publication of M. Shea. The data from the international perspective is in contract to the Philippine Educational perspective as the reading performance and comprehension of the students is declining. Data

from the PhilStar Global published in 2019 shows that the Philippines is the lowest among all the 79 countries along reading comprehension. This data is not new to the local preserve as the Mabantad North Elementary School also share the same data specially on the Grade 5 students which shows that they have low performance in reading comprehension as reflected on the annual assessment conducted by the school presented on the table below.

Table 1: Reading Performance of Grade V Learners

No. of Learners	Non-reader	Frustration	Instructional	Independent
Male (21)	0	4 (19%)	13 (62%)	4 (19%)
Female (10)	0	3 (30%)	4 (40%)	3 (30%)
Total (31)	0	7 (23%)	17 (54%)	7(23%)

In connection to the abovementioned parameters, as part of the review at Mabantad North Elementary School, the school head and teachers have identified “reading” as a key area for development and be included in the school’s strategic development plan. With a busy timetable especially in this time of pandemic, the teachers of Mabantad North Elementary School, currently are being challenged with the high work demands due to the alternative learning platform as caused by the COVID-19 Pandemic also, limited strategies in sustaining the reading comprehension strategies towards the learners are also noted among the teachers as this situation is new among all of us thus making a way to entail a lot of effort to strategized learning modalities that will augment the alternative learning modalities of the Department of Education. Having said all of those foregoing statements, this study therefore will assess the effectiveness of the learning augmentation strategies to enhance the reading performance of the Grade V learners of Mabantad North Elementary School.

In addition, this study proposed the READ (Read, Explain, Analyze and Determine) @ HOME as an intervention and as an adjunct strategy to enhance the learner’s reading comprehension. As the title of the intervention, it will show that the learners read at the comfort of their homes so as to adhere to the guidelines set for this Pandemic. As it implies, the learners wase given a reading assignment every week, 3 reading lessons per week in the whole duration of the 3rd grading period through a Booklet designed by the researcher. This was distributed among the learners simultaneously with the distribution of their learning modules, the learners read the selections to given and answered the given questions enclosed in the booklet following the acronym READ, they read first then explained the selection in the form of writing, analyzed and determine was measured using the questions in the selection. Learners accomplished the 3 reading lessons per week then the subject teacher collected it accordingly for checking. Furthermore, selections of reading materials that was given among the learners were based from the topics under the grading period to have consistency of the topics in the learning modules and the reading comprehension booklets of the learners. Monitoring was done through the use of blended approach (minimal face-to-face following IATF protocols, use of phone calls, or group chat in Facebook Messenger).

METHODOLOGY

Research Desing

The researcher utilized the experimental design, pre-test and post-test which will involve two groups, the control and experimental groups. The respondents were randomly assigned in the experimental and control group as this is the highlight of the experimental research dens.

Participants and/or other Sources of Data and Information

The subjects of the study were the grade V learners of Mabantad North Elementary School. There are 30 learners, 20 males and 10 females. Their scores in the pretest, post-test and their scores in every activity will be the data to be analyzed in this study. In selecting the control group and experimental group, the researcher used the simple random sampling method wherein 15 learners were chosen for the control group and another 15 for the experimental group. The subjects were grade V learners because difficulty in reading was identified on their part and that their number is sufficient enough for this kind of research, other grades have a few numbers which might affect the reliability of the results.

Data Gathering Methods

To ensure the consistency of data gathered, the following major steps were followed: In the pre-experimental stage, a pre-reading test was conducted and administered to obtain raw data for the pre-test in both the experimental and control groups. This was done to serve as the initial data and a comparator to establish the effectiveness of the intervention later on the post-test among the learners. After delivering the learning modules to the learners, the materials/booklets containing learning activities to assess the reading performance of the learners were also included. The learners then completed the reading and learning activities. Upon the completion of the learning tasks, the teacher collected their output, vis-a-vis the collection of the learning modules.

In the experimental stage, the intervention materials, which were booklets, were provided to the experimental group of the study. These booklets were distributed simultaneously with the learning modules. After the experimental group completed both the learning modules and their booklets (intervention), the teacher collected and retrieved the materials, then checked and recorded their scores, respectively.

In the post-experimental stage, a post-reading test was administered to both the experimental and control groups of the study.

Ethical Issues

The researcher observed the Standard Operating Procedure in conducting research. A letter seeking the permission and approval to conduct the study was given to the school head and the schools division superintendent prior to the conduct of the study. Once approved, the researchers distributed consent forms to the parents since the participants were minors. The researchers sought the approval/consent of the learners' parent/s or guardian. They were

informed of the research objectives and the reason why the researchers are conducting such. The researcher was also oriented the students as the participants of the said study. Authors mentioned and publications that was used in the conduct of the study will be properly acknowledged. Confidentiality of the data to be gathered were also be given attention, dissemination of the research findings of the present investigation were given attention so as to give justice among the respondents as they have the right to information on the data gathered among them.

RESULTS AND DISCUSSION

The following will be the presentation and discussion of the findings from this action research.

Table 01: Pre-Test And Post-Test Mean Scores of The Control Group and Experimental Group Before and After the Implementation of The READ @ HOME

Group		n	Mean
Control	Pre test	33	10.10
	Post test	33	14.55
Experimental	Pre test	33	10.33
	Post test	33	22.12

The table 01 above shows the statistical values of the data computed in which it includes the mean score of the participants both control and experimental group before and after the intervention. In the given table, control group shows that the scores of the participants' increases from 10.10 to 14.55 respectively while in the experimental group shows the same from 10.33 to 22.12. correspondingly. The data implies that there is an advancement in the learners reading comprehension for both control and experimental group. The result of this study gave a very clear indication that reading comprehension drill can be a very good intervention to support the learner's capacity of building their reading comprehension techniques and ability, this is seen in the given data in which the group with the intervention got a high score than the control group. K. Dudych (2015) supports this claim as reading drill based from her study increases the ability of hoer learner to comprehend the selection. Wiseman (2012) also adhere on this claim form this study in which she further explains that it is possible because the level of engagement of the learners tend to increase also thus making them academically challenged thus making a way to comprehend their lessons or reading drills which in this study is the project HOME. Also, the project HOME got specific instructions for the learners thus making them aware of their own pacing, the specific instruction can also be a good explanation why there is really an increase in the performance of the learners under the experimental group because Warcholack (2015) investigated that instruction which are very specific I'd a contributory factor in the reading performance of the learners.

The result of this study is strongly supported also by Martin (2016) which stated in his study result that home reading component is an integral component to enhance the learners view of reading because of family support, connections of the students to the parents and the self-paced timing of reading which is also the main component and the main idea of the intervention of this study.

Table 02: Test Of Difference on The Pre-Test and Post-Test Mean Scores of The Learners Under Experimental Group and Control Group Before and After the Intervention

Group		n	Mean	p-Value
Pre test	Control	33	10.06	0.66
	Experimental	33	10.33	
Post test	Control	33	14.55	*0.00
	Experimental	33	22.12	

The mean score of the participants in this study, as shown in the table above, demonstrates a favorable result, as it shows an increase in their mean score before and after the intervention for both the control and experimental groups. Further analysis was conducted to determine the difference in the respondents' scores before and after the intervention for the two groups, and it was discovered that the p value of the groups in ore testing is not significant because it is higher than the alpha value set for this study while their p-value of the post test for both groups yielded significant at 0.00, which is less than the alpha value set for this study, indicating that posttest of experiential and control group differ significantly. The significant result can be explained as the control group do not have intervention unlike the experimental group thus their score is far apart significantly because only one group do have an intervention. Furthermore, the significant result shows also that the intervention is significant in increasing the performance or score of the learners under the intervention group. This Calvin is indeed a good view as Javel (2015) support such on his study exploring the reading compression twisted in a module for the learners to accomplish, the study shows that making a module to enhance reading drill and further compression among the learners is an effective intervention to do to enhance the reading comprehension of the learners. Swan (2016) also suggests such intervention because an effective intention such as the project HOME can also enhance the learner's active performance in the class thus making them enhance their academic performance as a whole.

Table 03: Test Of Difference on The Pre-Test and Post-Test Mean Scores of The Group Exposed to The Intervention

Group		n	Mean	SD	t-value	p-Value
Experimental	Pre test	33	10.33	2.25	2.04	*0.00
	Post test	33	22.12	2.34		

Given on the table above, the mean score of the participants on this study shows a positive result as it shows that there is an increase in their mean score before and after the intervention in the experimental group. Further analysis was performed to establish difference on the scores

of the respondents before and after the intervention it shows that their p-value is 0.00 which is less than the alpha value set for this study which mean to say that their pre-test and post-test scores has significant difference. We can infer therefore from this data that the project READ @ HOME is a good intervention to advance the learners' reading performance.

This study result is consistent into Gorsuch and company (2015) research which provides a data having a drill such as the project HOME motivated the learners in doing their assigned tasks which heightened their interest in doing the activity given to them, also, they also explained that the said intervention is also a good intervention as it increases the learner's active participation in doing their tasks. The project HOME is a respected reading comprehension drill which them be the great idea to increase learners' comprehension because the learners can read the selections aloud or silently which eventually improve their concept retention thus making them improve their comprehension (Osmail, 2016).

Table 04: Effect Size READ @ HOME In Improving the Reading Performance Level of The Learners

Group		n	Mean	SD	t-value	Cohens –D	p-value
Control	Pre test	33	10.10	2.08	2.04	0.38	*0.00
	Post test	33	14.55	2.80			
Experimental	Pre test	33	10.33	2.25	2.04	0.92	*0.00
	Post test	33	22.12	2.34			

The data on the table above shows also the effects size of the experimental group and it yielded to 0.92 which have a descriptive interpretation of Large. In this noted we can say that the Project READ @ HOME is an augmentation strategy or intervention to improve reading comprehension of the learners' because it gives a large effect to the scores of the leaners from this study.

CONCLUSIONS

In light into the foregoing presentation and analysis of the data, which shows that the mean score of both groups, the control and experimental shows that there is an increase, likewise the test of difference shows that the scores before and after the intervention for both groups is significant and can be supported by the large change in the scores of the experimental group by the Cohens –d result. In this note, it is safe therefore to conclude that the project READ @ HOME is an effective intervention to enhance the reading comprehension of the Grade V Pupils of Mabantad North Elementary School and can be used to augment the teaching-learning modalities of the institution.

RECOMMENDATIONS

As based from the findings above, the following will be the recommendations to given:

1. That the Project READ @ HOME be disseminated in the institution and be implemented to augment the teaching-learning process to further improve the learners' reading comprehension.
2. To the administration, the school head, institutionalized the intervention more so that we are in the middle of the health crisis.
3. To prepare a reading material to be used as an intervention to other grade level focusing on the major leaning objectives per grade level.
4. To further enhance the result of this study, a wide perspective should be done as a future research endeavor by mean of including more respondents not just confined into the grade level but in the perspective of the majority of the learners in the institution.

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