

Impact of Project TRAIN in improving the reading level of grade six pupils of Lumban Central Elementary School

Jeneth D. De Robles

jeneth.derobles@deped.gov.ph

Lumban Central Elementary School, Lumban, Laguna, Philippines, 4014

Abstract

This study was designed to further understand the impact of PROJECT TRAIN (Teaching Reading and Intellectual Nurturing) in improving the reading level of Grade Six Pupils in Lumban Central Elementary School. Specifically, it sought answers to the questions: What is the level of the reading performance of the pupils before the implementation of Project TRAIN? What is the level of the reading performance of the pupils after the implementation of Project TRAIN? What is the impact of PROJECT TRAIN in improving the reading level of the grade six pupils? Project TRAIN is a step by step way of learning how to read from the basic to the most complex. Starting from the sound of the letters, cv-vc-cvc pattern, words, phrases, sentences and paragraphs. Some of the reading materials used in this project came from the internet as well as the author of Claveria and Marungko Approach. The descriptive method of research was used. Thirty-two (32) grade six pupils were from a single section who scored < 14 from the Group Screening Test and belong to the frustration level based from the result of PHIL-IRI of Lumban Central Elementary School. Purposive sampling was used to select school respondents. The data were gathered through the result of the administration of PHIL-IRI questionnaire checklist. The study revealed that from the pre-test result of 32 pupils, 29 were under frustration level which is equivalent to 91%. During the post test administration 15 pupils were under frustration level which is equivalent to 47%. On the basis of findings, it was found out that there is a positive impact with 44% increase in pupils' reading level, upon using Project TRAIN in helping and guiding the pupils in reading. From the results, this can be used as a basis for further reading intervention to improve the reading ability of our elementary learners.

Keywords: reading skill; performance; pupils; elementary

1. Context and Rationale

Reading is a fundamental skill that we all use every single day. Teaching reading strategies to help elementary students is so very important.

We read newspapers, books, directions, text messages, recipes, emails, safety warnings...Reading is everywhere!

It's no secret that developing proficient reading skills from a young age is essential not only for academic success, but for success in all areas and stages of life!

However, reading can be a challenging skill that many students struggle to master. And as teachers, we want nothing more than to help our students become comfortable and confident readers.

The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of

Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019.

The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels.

Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

Experiences, daily classroom situations and as revealed on the result of PHIL-IRI Reading Test, it shows that one of our problems here in our school is the pupils' oral reading ability which gives a negative impact in their performance as well as the school's achievement. We all know that pupils will not understand anything if they don't know how to read or they are considered to be non-readers, most especially it will be harder for them to comprehend.

Upon knowing the reading level of the pupils with 91% under frustration level, the researcher wanted to help and guide to improve the reading ability of the pupils.

This study seeks to further make an intervention program about reading and one of these is the use of Project TRAIN (Teaching Reading and Intellectual Nurturing) which was launched in Lumban Central last August 2018. This is a step-by-step way of learning how to read from the basic to the most complex.

The researcher wants to find out the impact of this project in improving the reading ability of the pupils. The Philippine Informal Reading Inventory result will be the independent variable while the reading level will be the dependent variable. From that matter the researcher can determine the impact of Project TRAIN in improving the reading level of the grade six pupils.

2. Innovation, Intervention and Strategy

To overcome the problem and provide understanding of the main objective of this action research. The following innovation, intervention and strategy will be undertaken during the conduct of this study.

1. Seminars, training and workshops for reading teachers.
2. Positive behavior management for learners who need attention in reading.
3. Administering PHIL-IRI assessment tool for grade six pupils to determine the reading level of the pupils.
4. Using various reading materials in reading.
5. An everyday habit of reading between 1:00 – 1: 30 using Project TRAIN, depends upon the learners; reading ability.
6. Display the reading materials used in Project TRAIN.
7. Create a harmonious relationship with the pupils while doing the one on one reading exercises.

3. Action Research Questions

This study aimed to find out the inclusive education influence to the receiving teachers' acceptance of learners with special needs in Lumban Central Elementary School, Lumban, Laguna.

* What is the level of reading performance of the pupils before the implementation of Project TRAIN?

* What is the level of reading performance of the pupils after the implementation of Project

TRAIN?

- * What is the impact of Project TRAIN in improving the reading level of Grade Six Pupils.

4. Action Research Methods

4.1. Participants and other Sources of Data and Information

The research design will be used in this study is descriptive method. In this method, it describes and interprets what the problem is all about. It is also concerned with the reading skills of the Grade Six Pupils in Lumban Central Elementary School and how it will be improved using Project TRAIN.

This study limited its scope to the 32 grade six pupils who got a score of less than 14 based on the result of PHIL-IRI Group Screening Test including pupils who are considered to be struggling readers on their grade level.

Parents were consulted through meeting them, orienting and explaining about the Project that the teacher will administer for the sake of their children.

Project TRAIN is like a step by step way of learning how to read from the basic to the most complex. Some of the reading materials used in this project came from the internet as well as the author of Claveria and Marungko Approach. Hence, the said project is applicable to every grade level even to our non-readers.

In this study purposive sampling is applied. It is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

It is a sampling technique in a which researcher relies on his or her own judgment when choosing members of the population to participate in the study. Black, K. (2010) "Business Statistics: Contemporary Decision Making" 6th edition, John Wiley & Sons Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money. Alternatively, a purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. In purposive sampling personal judgment needs to be used to choose cases that help answer research questions or achieve research objectives. Saunders, M., Lewis, P. & Thornhill, A. (2012) "Research Methods for Business Students" 6th edition, Pearson Education Limited.

4.2. Data gathering methods

Based on the result of the PHIL-IRI (Philippine Informal Reading Inventory), the author used it as a basis of her study since there were 32 pupils who got a score of less than 14 on their pre-test.

Pupils were given a set of words and short stories to read which includes phonemes, cv/cvc pattern, word, phrases and sentences to read depending on their skills or abilities.

Every day, the researcher sees to it that her learners are using the different reading materials located inside the train box, during her pupils' free time, that is from 1:00 – 1:30 in the afternoon. They already knew what to do and they are also helping and assisting one another in reading. There were times that one on one reading strategy between the learner and the teacher happened.

The author finds it very useful and functional since it serves as a bridge to her pupils especially to the author's struggling readers. The researcher started to teach them the sound using marungko and claveria approaches which were both reliable and practical.

To those pupils who were considered as slow readers, they were using a laminated set of words and phrases, then if they belong to readers, they are starting to use the reading materials with sentences, short paragraphs. Finally, comprehension questions are also included in this reading project. They find it enjoyable since the writer included some pictures in these reading materials.

From that matter, the researcher gave the post test. Based on the data gathered that are suited to the research problem which needs the approval and validation.

After the approval of the research problem and validation of the test result, it was consolidated for the tabulation analysis.

5. Discussion of Results and Reflection

In light of the analysis and interpretation of data, it reveals that Project TRAIN has a positive impact in the reading level of the grade six pupils.

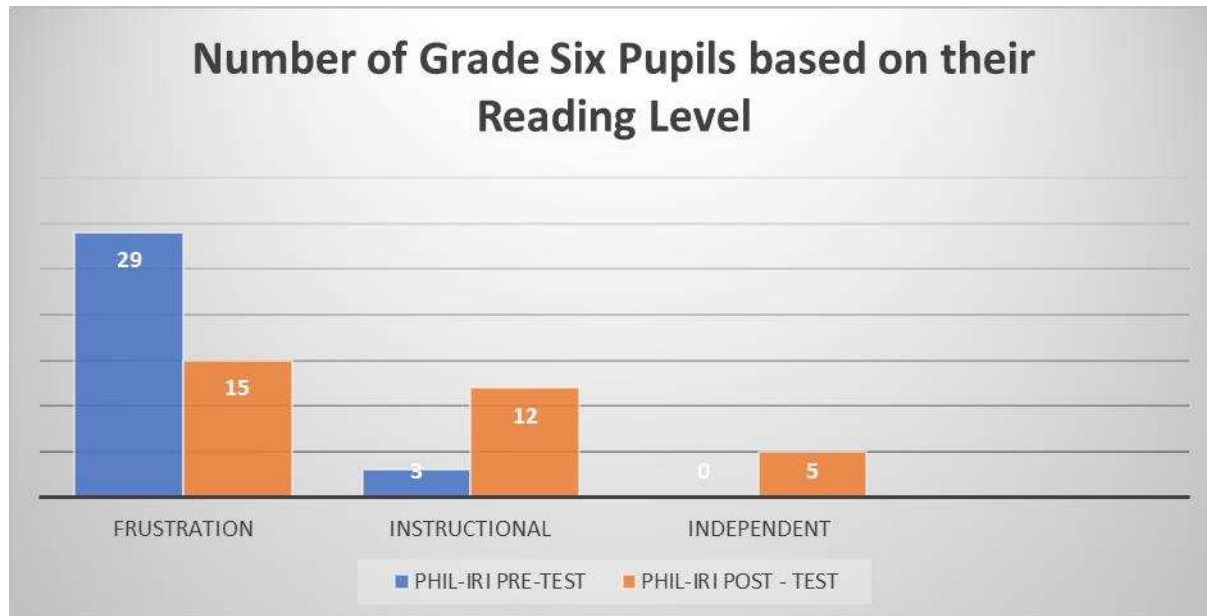


Fig. 1. Number of grade six pupils based on their reading level

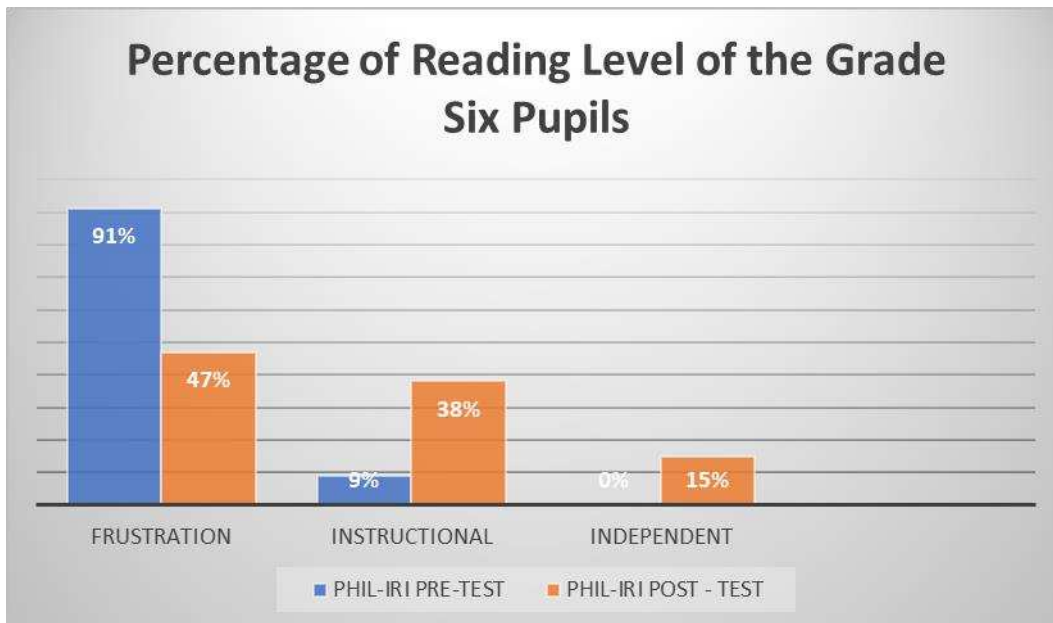


Fig. 2. Percentage of reading level of the grade six pupils

Based on the findings of the study following results and reflection were drawn:

1. During the PHIL – IRI Pre-test administration, there were 29 pupils under frustration level (91%), 3 pupils under instructional (9%) and no pupil under independent level before the implementation of Project TRAIN, and those pupils needed special attention from the teacher.
2. After the PHIL-IRI post-test administration, there were only 15 pupils under frustration (47%), 12 pupils under instructional level (38%) and 5 pupils under independent level (15%), after the implementation of Project TRAIN, it reveals a great positive change if teachers will really exert an effort and patience for their learners.
3. Project TRAIN has a positive impact in improving the reading level of the grade six pupils based on the result of PHIL-IRI Post Test wherein from 29 pupils under frustration level with 91% it was dropped to only 15 pupils under frustration level with 47%. A matter of 14 pupils or 44% was turned into instructional level. It only proves that nothing will be impossible if educators will continue to do their best, give time and make specific goals in reading for the benefit of their school children.

References

- Guthrie, J.R. 2003. Concept-oriented reading instruction. In A. Sweet and C. Snow (eds) Rethinking reading comprehension. New York: Guilford Press: 115–140.
- Leuenberger, C. J. (2003). The new kindergarten: Teaching reading, writing & more. New York: Scholastic Professional Books
- Rasinski, T., & Padak, N. (2000). Effective reading strategies: Teaching children who find reading difficult (2nd ed.). Ohio: Merrill-Prentice Hall.

<https://www.deped.gov.ph/2018/03/26/do-14-s-2018-policy-guidelines-on-the-administration-of-the-revised-philippine-informal-reading-inventory/>

<https://educationtothecore.com/2017/01/15-reading-strategies-primary-learners/>

<https://www.edutopia.org/blog/12-ways-nurture-love-reading-elena-aguilar>

<http://everychildreadytoread.org/literature-review-2010/>

Appendix. Photos

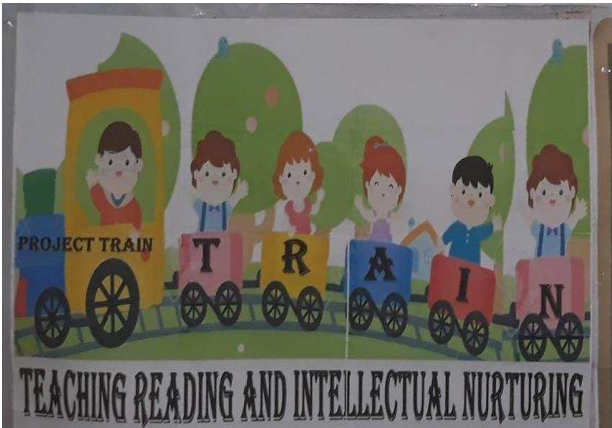


Administration of PHIL-IRI Group Screening Test (GST) to Grade Six Pupils



Administration of PHIL-IRI Pre – Test

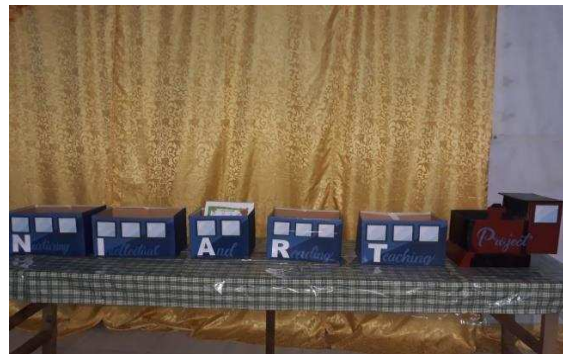
Launching of PROJECT TRAIN



Dr. Amada C. Fernandez , Lumban Public Schools District Supervisor giving her message during the launching of Project T.R.A.I.N.



Project TRAIN and Project Lapis at Papel Launching with the help of Vice-Mayor Belen Raga (middle) and Ms. Abigail D. Rabbie (right) as they are presenting their story to LCES pupils.



Mrs. Jeneth D. De Robles, author of Project TRAIN with her improvised box train where reading materials were place.



Meeting and Orientation to the Parents

Implementation of Project TRAIN



PROJECT T.R.A.I.N.. IN ACTION



Administration of PHIL_IRI Post-Test