

# Assessing the Project Reading Enhancement and Development Initiatives in the New Normal for Grade-Schoolers (Reading) Implementation: A Focus on Learners' Reading Proficiency

Trixie E. Cubillas\*

*Caraga State University, Butuan City, Philippines; E-mail: [tecubillas@carsu.edu.ph](mailto:tecubillas@carsu.edu.ph)*

**Abstracts:** This study intended to ascertain the pupils' proficiency in reading after having participated in the reading intervention project "READINNG" or Reading Enhancement and Development Initiatives in the New Normal for Grade-schoolers. It utilized the Functional Literacy Assessment Tool (FLAT) for Functional Literacy Assessment tool to ascertain the level of reading performance of the pupils as well as their extent of improvement after the implementation of READINNG. There were 38 participants in the study who were the target beneficiaries of the intervention project. They are from the extension partner school of Caraga State University-College of Education. Data revealed that before the intervention, the level of proficiency of the Pupils in reading Filipino is mostly on the Nothing level, hence intervention is needed. However, after the implementation of READINNG, there are 15 pupils who can read at Paragraph Level, 8 at Story Reading level, and 5 at Story Comprehension and no one is registered at Local Material Level and none are identified as LSEs. Also, a significant improvement is found in the pupils' level of reading proficiency in English after utilizing the Pupil Reading Intervention Materials. The data further imply that the level of proficiency of the pupils in reading in both Filipino and English increased. Hence, READINNG as intervention can improve the pupils' level of proficiency in reading.

**Keywords:** Functional Literacy Assessment Tool, Intervention Project, Level of Reading Proficiency, Reading Intervention Project.

## 1. INTRODUCTION

Researchers note that early readers not only become lifelong readers, but also lifelong learners. Longitudinal studies have shown that early readers continue to get higher grades than their peers through grade school [1].

Word Recognition and speed are skills in reading that lead to accuracy and the future development of automaticity in other reading levels. Reading levels may include perceptual, phonological, orthographic, and morphological processes at the letter-, letter-pattern-, and word level, as well as semantic and process at the word level and connected-text level [2].

Recognizing the significance of reading skills, teachers who are handling elementary school pupils have to double their efforts to make them effective and functional readers and such efforts require regular face-to-face teaching of pupils. However, with the threat posed by COVID-19, this reading scheme becomes impossible.

In the Philippines, issues regarding pupils' reading proficiency are common among schools. Also, aside from the issue of the reading, the dearth of supplementary materials for reading adds up to the list of the problem faced by the Department of Education. It is a known fact that Instructional materials (IMs) should be considered as essential learning tools for they allow learners to interact with words, images, and ideas in ways that develop their abilities in multiple skills. In teaching, IMs are considered the primary source of convenience and confidence for teachers. Thus, they must be made with all proper and serious considerations.

With these issues being said, the need to come up with reading intervention initiatives is never a choice but a must. Reading Enhancement and Development Initiatives in the New Normal for Grade-schoolers (READINNG) is entrenched on the CEd-AGAK Center agenda that is to help promote quality education in the new normal. This is under the umbrella of the extension program EDUCATION or Enhancing Deftness in the Utilization of Appropriate Technology and Intervention for Optimal Nurturing in Caraga which basically aims to improve the competence of every individual with appropriate strategies that fully support literacy and quality education in general.

The project also supports the Brigada Pabasa of DepEd in cooperation with CHED and Caraga State University through the College of Education. It served as the Bachelor of Elementary Education students' return of service as their way of giving back to the state for being scholars of the government. Moreover, aside from the involvement of the faculty and students, DepEd teachers and parents, and other community stakeholders were also involved in this project. Thus, the activity is a collaboration of efforts of the College of Education and the Department of Education-Butuan City Division.

As the lead proponent of the project READINNG, she wished to assess the impact of the project among the learners of the extension partner school so she can make possible modifications of it especially if this project would have its Phase II of Implementation.

## 2. MATERIEL AND METHODS

### 2.1. Research Design

The study utilized the FLAT to determine whether or not the level of reading proficiency of the pupils as well as their extent of improvement after the implementation of READINNG has improved. It employed the one-group pretest-posttest pre-experimental design. She used the FLAT results for the reading tutorial and the PRIMs. The data were tabulated, analyzed, and interpreted to assess the pupils' progress in terms of reading proficiency.

### 2.2 Participants of the Study

The participants were completely enumerated. They are pupils who belong to the frustration and instructional level based on the Philippine Informal Reading Inventory (PHIL-IRI). There were 38 of them in total.

### 2.3 Scoring and Quantification

Since the study has utilized the results of the EGRA Pre-Test and Post-test, the pupils' scores were identified based on the EGRA criteria reflected below.

#### A. Task 1 scores (Letter Name Knowledge)

Letter Name Knowledge Score = Total Number of Letters - Total Miscues

#### B. Task 2 scores (Letter Sound Knowledge)

Letter Sound Knowledge Score = Total Number of Letters - Total Miscues

#### C. Task 3 scores (Initial Sound Identification)

Initial Sound Identification Score =  $\frac{\text{Total Number of Words} - \text{Total Miscues}}{\text{Total Number of Words}} \times 100$

#### D. Task 4 scores (Familiar Word Reading)

Familiar Word Reading Scores =  $\frac{\text{Total Number of Words} - \text{Total Miscues}}{\text{Total Number of Words}} \times 100$

E. Task 5 scores (Non-Word Reading)

$$\text{Non-Word Reading Scores} = \frac{\text{Total Number of Words} - \text{Total Miscues}}{\text{Total Number of Words}} \times 100$$

3. RESULTS AND DISCUSSIONS

**Problem 1: What are the activities done in the Reading Enhancement and Development Initiatives in the New Normal (READING)?**

The daily reading tutorial is designed for students who struggle with the process of reading and spelling, fluency, or reading comprehension. all throughout the sessions, the tutors made sure that the use of Marungko Approach is applied. in this case, mother-tongue-based and Filipino words, phrases, and stories are taught using the Marungko approach. Applying Marungko approach is designed to improve students’ reading skills through the use of the modern Filipino alphabet. Instead of introducing letters arranged traditionally, letters are arranged based on the sound of the letters.

It also emphasized in the tutorial the development of phonemic awareness, which is vital for success in reading. Marungko approach is an effective key in improving the learners’ reading performance in the beginning reading stage which is also a crucial foundation in the development of more micro competencies in reading resulting in an improved and solidified reading comprehension skills that are crucial in the higher level of the educative process [3].

**Problem 2: What is the Level of Reading Performance of the Pupils Before and After the Implementation of the Reading Tutorial**

The pupils performed better after employing the reading tutorials as shown in the figure. Data reveal that during the pre-test, the number of pupils who are having a hard time identifying letters and reading words or in Nothing Level is 26 out of 38 pupils.

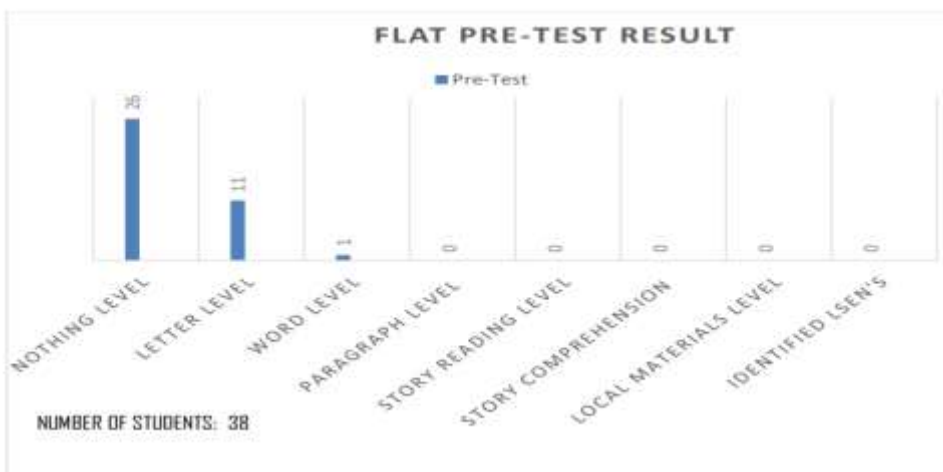


Figure 1 presents the assessment results for the Pretest Based on the figure shown.

There are 11 pupils who can recognize letters or in Letter Level and 1 pupil can read words or in Word Level and no one reached the Paragraph Level, Story Reading Level, Story Comprehension Level, Local Material Level. Furthermore, it can be noted as well that there is no one from the group who are identified as LSEN’s. Thus, it means that the level of proficiency of the Pupils in Reading is mostly on Nothing level, hence intervention is needed.

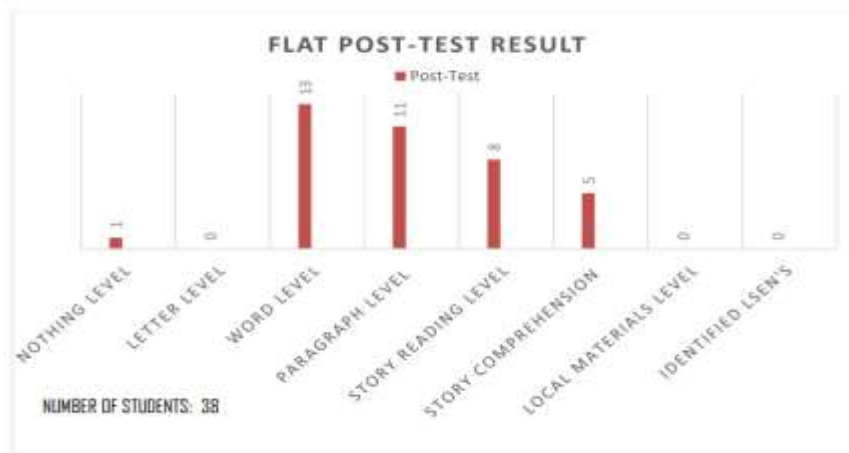


Figure 2 presents the assessment results for the Post Test.

On the other hand, the post-test result shows that most pupils had developed their reading proficiency. From 38, there is only 1 pupil who is in Nothing Level, also 3 pupils had reached the Word Level. There are 11 pupils who can read in Paragraph form which is the Paragraph Level, 8 pupils can read stories that are already registered in the Story Reading level and 5 pupils are already in Story Comprehension. In addition, no one is registered in Local Material Level and Identified LSEnS. The data further imply that the level of proficiency of the pupils in reading increased. Based on these findings, it is possible to conclude that implementing the reading tutorial can improve the pupils' Level of Proficiency in Reading.

Lower-level processing skills such as decoding and reading fluency are necessary in order to advance toward higher-level skills such as reading comprehension. When learning to read, developing fluent word recognition is important for enhancing comprehension of text. Both decoding and comprehension demand memory which has a limited capacity. Effort devoted to decoding words detracts from the ability to expend resources on understanding text. Therefore, developing automatized decoding is vital to increasing comprehension. However, a focus on word recognition should not be at the expense of an emphasis on developing vocabulary and comprehension skills and strategies. All areas need to be developed simultaneously as children learn to read [4].

**Problem 3: Is there a significant difference between the Level of Reading Performance of the Pupils Before and After the Implementation of the Reading Tutorial?**

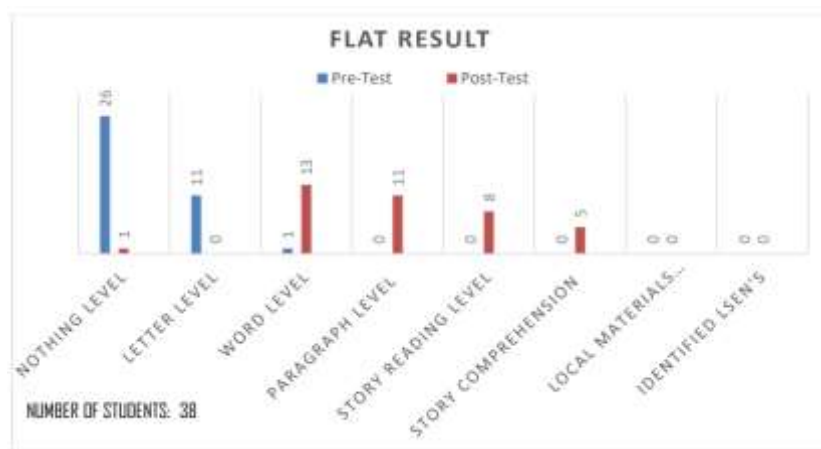


Figure 3 displays the difference in the level of reading performance of the pupils before and after the implementation of the Reading Tutorial.

As shown in Figure 3, there is a difference between the pre-test and post-test of the reading performance of the pupils. The pupils' scores improved significantly after the intervention, as evidenced by the flat result. Most of the pupils showed poor performance in reading in the pre-test result but the post-test results reveal a significant improvement in reading performance. This implies that the implementation of the reading tutorial is useful for increasing the level of pupils' proficiency in reading.

The findings are supported by a researcher who mentioned that providing a model of fluent reading and performance feedback, using easier-level text, setting a performance criterion, and practicing repeated reading with peers can contribute to improved outcomes [5].

**Problem 4. What is the level of performance of the pupils before the use of PRIM in English?**

Pupil's Reading Intervention Materials (PRIM) is an educational resource designed to support students who are struggling with reading. It guides the students to answer the following activities with the help of the guide card.

Crafted Pupil's Reading Intervention Materials have several parts that need to be accomplished: the Activity Card, where students apply their prior knowledge and understanding of the topic; the Assessment Card, where students gather relevant information and apply new ideas to acquire new learnings; the Enrichment Card, which provides additional activities for further application of knowledge, offering opportunities to learn more new things; the Reference Card, lists of all the resources covering the given task; the Exit Card, used to assess your readiness level, interest, and learning profile for a comprehensive understanding of the whole lesson; and the Key Card, which contains all the answers to the different activities can be found, allowing you to check your answers.

**Table 1 presents the level of performance of the pupils before using the Pupil Reading Intervention Material.**

**Table 1**  
Level of Performance of the Pupils before Using the Pupil Reading Intervention Material

	<b>N</b>	<b>Mean</b>	<b>Variance</b>	<b>Scale</b>	<b>Verbal Description</b>
Before using the PRIM	30	14.43	5.712	11-20	Nearly Mastered

Based on the table shown, pupils garnered a mean score of 14.43 before using the Pupil Reading Intervention Material which describes their learning proficiency as nearly mastered. Thus, it means that the level of performance of the pupils in English is still developing thus suggesting an intervention.

**Table 2 presents the level of performance of the pupils after using the Pupil Reading Intervention Material.**

**Table 2**  
Level of Performance of the Pupils after Using the Pupil Reading Intervention Material

	<b>N</b>	<b>Mean</b>	<b>Variance</b>	<b>Scale</b>	<b>Verbal Description</b>
After using the PRIM	30	27.2	4.995	21-30	Mastered

The data show that the pupils gained a mean score of 27.2 after using the Pupil Reading Intervention Material which describes their learning proficiency as mastered. This means that the level of performance of the pupils in English has improved thus, the PRIM is deemed effective in increasing the mastery of an English competency.

**Problem 5. Is there a significant difference between the pupils’ level of performance before and after using the Pupil Reading Intervention Materials?**

Table 3 shows the significant difference between the level of performance in English before and after the usage of Pupil Reading Intervention Material (PRIM).

As projected in the table below, there is a significant difference between the results of pre-test and post-test of the pupils in English.

**Table 3**  
Significant Difference between the Level of Performance of Pupils before and after the Usage

Variable 1	Variable 2	Standard Deviation	p-value	Significant
Pre-test	Post-test	2.19613	0.000	Significant

The pupils’ scores high rocketed significantly after using the Pupil Reading Intervention Material (PRIM) as evidenced by the 0.000 p-value result. This entails that the usage of Pupil Learning Intervention Materials (PRIM) in English is beneficial for increasing the level of performance in the subject.

**Problem 6. What are the issues encountered in the implementation of the READINNG?**

The implementation of the READINNG as an expanded version of the project Beginning Reading para sa Tsikiting has also faced many problems. Issues have surfaced and such were gathered via interview. The results were consolidated and summarized into three (4) issues. They were the security threats in the target locale, difficulty on the accessibility of the pre-service teachers/tutors to the locale, and home teachers’ lack of participation in the training.

**CONCLUSIONS AND RECOMMENDATIONS**

This study reveals that before the implementation of the reading intervention project READINNG particularly in the reading tutorials, there are pupils who were registered in the nothing level via FLAT. This is a piece of worrisome information that the teachers have to address. However, after employing the reading tutorial and the utilization of the developed intervention materials (PRIMs), a significant improvement in the pupils’ reading proficiency was observed. From the 38 who were in the Nothing level to 15 in the Paragraph Level, 8 in the Story Reading level, and 5 in Story Comprehension.

Furthermore, the pupils’ scores in the reading assessment rocketed significantly after using the Pupil Reading Intervention Materials (PRIMs) suggesting that the usage of PRIMs in English is beneficial for increasing the level of performance in the subject.

True to all reading intervention projects, there are issues that sprouted in its implementation and they include security threats in the target locale, difficulty in the accessibility of the tutors to the locale, and home teachers’ lack of participation in the training. But it can be noted that although the project has encountered these challenges, it is still effective in boosting the reading proficiency level of the pupils, hence it is considered a sound reading intervention in addressing the issue of pupils’ reading proficiency.

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