

Improving Reading Level of Identified Grade Four Pupils along Word Recognition through e-Reading Package

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Abstract: *This study determined the effect of utilizing e-Reading Package on the reading level of identified grade four pupils along word recognition in Bulan North Central School-B, Bulan III District, Division of Sorsogon for the school year 2021-2022. The respondents were the 15 pupils of Grade 4-Gumamela. The descriptive and experimental research design was used in this study. The data collected in the study was based on the result of PHIL-IRI Oral Reading Test in English both pre-test and post test. The main instrument used was the PHIL-IRI Graded Passages for pre-test and post test in English. Post test results in PHIL-IRI Oral Reading Test in the school year 2021-2022 were utilized to determine the performance in reading along word recognition. To determine the significant difference in the reading level of identified grade four pupils along Word Recognition, e-Reading Package was utilized as an intervention in reading. In addition, the data were analyzed, tabulated and interpreted with the use of appropriate statistical measures. Findings revealed that the oral reading score of pupils after utilizing the e-Reading Package were: 1 or 6.67% of the 15 Grade 4-Gumamela pupils performed under independent level, 9 or 60% under instructional level and 5 or 33.33% remained under frustration level. The significant difference in the reading level of identified grade four pupils along word recognition before and after utilizing e-Reading Package revealed that the degrees of freedom was composed of 14 from number of participants minus one. The level of significance is 5% or the rejection level while the t-critical value is 2.145 from t-distribution. Based from the data presented, the computed value is 3.74 which means the null hypothesis is being rejected. Since the computed value is higher than the critical value, it means that there is a significant difference in the reading level of identified grade four pupils before and after utilizing e-reading package. Based on the findings, the following conclusions were drawn: 15 Grade 4-Gumamela pupils fall under frustration level along word recognition before utilizing e-Reading Package and only 5 pupils remained under frustration level after utilizing e-Reading Package. There is a significant difference in the reading level of identified grade four pupils before and after utilizing e-reading package. To improve the reading level of pupils along word recognition, the following recommendations were made: pupils be provided with varied reading activities that will enhance further levels of word recognition as well as reading comprehension skill; continuous assessment of reading skills and selection of comprehensive reading materials be done so as to resolve causes of low level of reading along word recognition; and reading intervention/instructional material "e-ReadingPackage" be utilized in remedial reading classes to supplement reading instructions and improve reading level along word recognition. Likewise, future researches be conducted to supplement or broaden the findings revealed in this study.*

1. Context and Rationale

Reading is a tool that will carry on the effective continuity of education. Since learning is based on the ability to read, pupils are expected to keep abreast with the latest developments and have self-advancement in a competitive world. Reading, therefore, opens the door to opportunities for growth and development. The civilization of nations and the world can be explored in volumes of printed materials and is made possible through reading a variety of written materials. The best cure for an ill-informed and ignorant thinker is reading (Esperanzate, 2011).

Furthermore, reading is a process of decoding symbols in order to construct or derive meaning. The ultimate goal of reading is to be able to understand written material, evaluate it, and use it for one's needs. Reading must be the basic consideration of all. Without mastery of this skill, the child's enthusiasm for learning other subjects is lost. It is the basic tool for learning in all subject areas (Gabriel et al., 2000).

Poor quality of learning is often caused by reading without comprehension. The ability to learn to read is the first step to success in school (Pado, 2005). If a pupil does not know how to read and much more he cannot understand what he reads, he is deprived of attaining meaningful learning

experiences inside the classroom. The teacher, being the facilitator of learning, can make reading meaningful and use appropriate reading material suited to the level of comprehension of every learner.

In the Philippines, the quality of basic education continues to be underwhelming and pupils' performance remains less than what it should be. The Philippine "Education For All (EFA) 2015 Plan" (Module 2, Philippine Basic Education Curriculum) was developed on what needs to be done to improve the quality of education. The EFA Plan of Action envisions that all Filipinos will be functionally literate by 2015.

To raise pupils' level of performance and enhance reading comprehension skills, the DepEd initiated the "Every Child A Reader Program" (ECARP). It is expected that no pupil will be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills in a particular grade level (DepEd Order #43 s.2002). Furthermore, the overall goal of the program is to enable elementary grade pupils to communicate and assess a variety of information in written or oral forms through effective reading instruction.

PHIL-IRI measures reading level through word recognition and reading comprehension. Word recognition is defined as the ability of a reader to recognize written words correctly

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and virtually effortlessly. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.

Reading level is categorized into frustration, instructional and independent. The frustration level is the lowest level, wherein the pupils show withdrawal from reading situations by refusing to read. Pupils obtain 89% and below in word recognition and 58% and below in comprehension. In the instructional level, pupils can profit from instruction obtaining 90% to 96% word recognition and 59% to 79% reading comprehension. The Independent level is the highest level at which pupils can read independently and with ease without the help or guidance of the teacher. Pupils get 97% to 100% word recognition and 80% to 100% in reading comprehension.

Bulan North Central School-B is located at Zone 5, Bulan, Sorsogon. It is one of the biggest elementary schools in Bulan III District and second among the 36 elementary schools of Bulan North with a total enrolment of 920 pupils. Academically, this school is very competitive and seen as one of the performing schools in Bulan III District. However, in spite of being a good performing school, teachers encounter problems in teaching reading, especially with word recognition and reading comprehension. Such factors led to low achievement results specifically in English subjects. This may be even the reason for obtaining low scores in English summative tests.

As a matter of fact, in Bulan North Central School-B, the PHIL-IRI pre-test results in English of Grade IV to VI pupils along word recognition for School Year 2021-2022 revealed that 69 pupils out of 409 pupils or 6% are under frustration level. Of all the grade levels, Grade IV performed the least with 47 out of 153 pupils or 31% are under frustration level. Among the four sections of Grade IV, Grade IV-Gumamela has the greatest number of pupils under frustration, which is 21 pupils. This only shows that grade IV-Gumamela pupils have low performance on word recognition. So, it is truly important that teachers should know the reading level of their pupils.

Furthermore, based on the recent PHIL-IRI pre-test result of Grade IV pupils of Bulan North Central School-B and the real scenario which was made worst by the present pandemic situation where face-to-face classes is not allowed, a modular approach to learning is at risk. The assurance of quality learning is therefore doubted. Essentially pupils with difficulty understanding the lesson due to poor reading skills, are the ones greatly affected by the situation.

According to a recent United Nations report, "the COVID-19 pandemic has created the largest disruption of education systems in history." In response to this acute learning crisis generated by the Coronavirus, outbreak teachers had to adopt new methods of educating their pupils and staying connected with the community.

According to Matt Krents (2019) An effective education policy in the "new normal" "therefore requires the

development of new adjustment strategies for all key stakeholders. It calls for a renewed collaboration between teachers and parents, who must work together in the best interest of students.

In view of the above statement, the researcher come up with this e-Reading Package as supplementary video material and used these videos during the reading remediation of pupils. Parents were the reading facilitators at home, encouraging them to be more involved in the. education process.

With this present situation, being a teacher in reading, the researcher chose to study this problem with the purpose of determining the effect of utilizing e-Reading Package to the reading level of identified grade four pupils along Word Recognition and encourage parents' support in the administration and utilization of this supplementary reading material which may soon create significant impact on the reading performance of the learners.

2. Innovation, Intervention, Strategy

The E-reading Package is a compilation of supplementary video material to be used in the reading intervention/remediation of the 15 pupils of Grade IV-Gumamela who fall under frustration along Word Recognition. Reading remediation will be facilitated by the parent-reading facilitator who will be oriented and capacitated in the administration and utilization of this e-reading package. Since the COVID-19 pandemic has created the largest disruption of education systems in history and in response to this acute learning crisis, the researcher will have to adopt new methods of education for their pupils and stay connected with the community and that is collaborating with the parents.

Each pupil will receive a flash drive wherein the supplementary video material will be stored to be used during intervention/remediation. With the help of the parent-reading facilitator, pupils will listen and watch this supplementary video material on reading for 3 months. Sets 1 and 2 for the first month, sets 3 and 4 for the second month and sets 5 and 6 for the third month.

Monthly assessment will be conducted by the teacher-adviser to check the progress in oral reading of the pupils. After 3 months of the utilization of e-reading package, the PHIL-IRI Oral Reading Post Test in English will be administered. The PHIL-IRI Graded Passages for Post test in English will be used. This will be conducted to determine the effect of utilizing the e-Reading Package to the reading level of identified grade four pupils along with Word Recognition and encourage parents' support in the administration and utilization of this supplementary reading material which may soon create a significant impact on the reading performance of the learners.

E-reading Package is a compilation of video lessons in reading downloaded from internet sources. Sources and citations are acknowledged by the researcher. (see References). They are as follows:

e-Reading Package	Description
Set 1-Letter Sounds Vowels	- This video material aims to help pupils learn the sound of each letter of the alphabet through phonic songs with a picture for each letter. - In this video about vowel sounds, pupils may sing the vowel song and practice reading words with short vowel sounds
Set 2-Blended Sounds	This fun kids learning is perfect for learning how to blend consonants and vowels and eventually read words with blends.
Set 3-Reading words with CVC pattern	This video material introduces a CVC word which is a single syllable three-letter word that follows the pattern of consonant, vowel, consonant. CVC words help introduce children to reading by first learning the sounds of the individual letters, and blending those sounds into one three-letter word.
Set 4-Reading Dolch Basic Sight Words	Included in this video material the sight words or collection of words that a child should learn to recognize without sounding out the letters. The sight words are both common, frequently used words and foundational words that a child can use to build a vocabulary. Combining sight words with phonics instruction increases a child's speed and fluency in reading.
Set 5-Learning to read phrases	This video material aims to help pupils builds fluency, aids comprehension, and improves oral reading. Phrase reading is a type of activity that should be a regular part of the reading lesson for non-fluent readers.
Set 6-Reading Simple Sentences	After recognizing letter sounds and blend these sounds to form words and phrases, this video material focuses on reading simple sentences with the aid of pictures.

3. Action Research Questions

This study determined the effect of utilizing the e-Reading Package on the reading level of identified grade four pupils along word recognition. Specifically, it answered the following questions:

- 1) What is the reading level of identified grade four pupils along Word Recognition before utilizing e-Reading Package?
- 2) What is the reading level of identified grade four pupils along Word Recognition after utilizing e-Reading Package?
- 3) Is there a significant difference in the reading level of identified grade four pupils along Word Recognition before and after utilizing e-Reading Package?

4. Action Research Methods

This section will present the procedure to be undertaken in the conduct of the study. It includes participants and/or other sources of data and information, data gathering methods and plan for data analysis.

a) Participants and/ Other Sources of Data and Information

The respondents of this study will be the fifteen (15) Grade IV-Gumamela pupils currently enrolled at Bulan North Central School-B for S. Y.2021-2022. They are ten (10) males and five (5) females who were selected through purposive sampling. According to Jupp (2006) the respondents in this type of sampling are chosen on the basis of their knowledge of the information desired. Among 34 pupils, 21 fall under frustration level along word recognition. Only 15 pupils were selected who got low scores along Word Recognition after the conduct of the PHIL-IRI pre-test.

Part of the study are the fifteen (15) parents that will be oriented and capacitated by the researcher to become the reading facilitators of their children during remediation which may have a significant bearing on the result of this study. This is due to the pandemic being experienced and no face-to-face instruction policy.

Table I shows the distribution of the respondents which consists of 15 grade four pupils and 15 parent reading facilitators in Bulan North Central School-B, in the school year 2021-2022. As reflected, this number comprises the total enumeration of the subject of the study.

Table 1: The Respondents

Name of respondents	Number of Respondents	%
Grade IV pupils	15	50%
Parent-Reading Facilitators	15	50%
Total	30	100%

b) Data Gathering Methods

The data that will be collected in the study is based on the result of PHIL-IRI Oral Reading Test in English both pre-test and post test. The main instrument that will be used is the PHIL-IRI Graded Passages for Pre-test and Post test in English. The PHIL-IRI reading test uses a predetermined set of criteria in identifying the reading level of each pupil for each passage. These criteria include the percentage of word recognition accuracy that will provide data on the reading level of the pupils along Word Recognition. The reading levels are categorized as: Independent, instructional and frustration level.

The PHIL-IRI Oral Reading Pre-test in English will be conducted to the pupil respondents before utilizing e-Reading Package in reading intervention/remediation. The result of the test will be recorded and tabulated. After conducting the pre-test, pupils that will fall under the frustration level along Word Recognition will be the participants of the research that will undergo reading intervention through E-Reading Packages.

These E-Reading Packages will be administered by the parents who were oriented and to be utilized by the pupils who fall under frustration levels during reading intervention/remediation. A monthly assessment of reading progress along with word recognition will also be conducted. This study will utilize a descriptive and experimental research design. It is descriptive because it will describe and provide the reading level of grade four pupils along with word recognition (Sanchez, 1988). It is experimental because this study will consider one experimental group which consists of 15 pupils from Grade

IV-Gumamela who will be subjected to both pre-test and post test. The dependent variable will be measured before and after the treatment. It will enable the researcher to compute a contrast between means, in which the pre-test and post test means were measured with precision. A pre-test will be conducted first to establish initial outcomes then, a post test will be given to measure the difference between the pre-test and post test.

Furthermore, documentary analysis will be used because the researcher will utilize the pre-test and post test results of the Philippine Informal Reading Inventory (PHIL-IRI) on Oral Reading Test along word recognition in the school year 2021-2022.

5. Discussion of Results and Reflection

This section shows the results of the oral reading score before and after using e-reading package. The statistical treatment is also presented using the t-test for dependent variables.

1) The Reading Level of Identified Grade 4 Pupils along Word Recognition Before Utilizing e-Reading Package

Pre-test Oral Reading Score, N=15

Oral Reading Level	Word Recognition	F	Percentage
Independent	97-100	0	0%
Instructional	90-96	0	0%
Frustration	89 and below	15	100%

The table presented the oral reading score of pupils during pre-test and before using the intervention in reading. The result means that all of the 15 pupils belong to the frustration level. This is literally frustrating on the part of the teachers. It seems that almost all of the pupils were zero or did not meet the expectations of the teachers in reading. The pupils are rated based on the text for which a reader does not have an adequate background level for a topic and/or cannot meet the criteria for instructional levels of accuracy and rate. Think of frustration level as the level that requires extensive or even moderate assistance from the teacher.

2) The Reading Level of Identified Grade 4 Pupils along Word Recognition After Utilizing e-Reading Package

Post-test Oral Reading Score, N=15

Oral Reading Level	Word Recognition	F	Percentage
Independent	97-100	1	6.67%
Instructional	90-96	9	60.00%
Frustration	89 and below	5	33.33%

The table provided the reading oral score of pupils after using the intervention of the teacher. One pupil was dependent on oral reading which is very limited on the part of the teacher. Moreover, 9 pupils belong to the instructional level and 60 percent above half of the class performed average performance. But 5 among them remained under frustration level. This means that almost 10 students leveled up their performance in reading orally. Pupil's performance in reading may vary if the teacher utilizes intervention in reading inside the classroom. It implies that teachers may

observe and allow pupils to explore using newly developed reading interventions inside the classroom.

3) Significant Difference in the Reading Level of Identified Grade Four Pupils along Word Recognition Before and after Utilizing e-Reading Package.

Statistical Bases	Statistical Analysis
Degree of Freedom	14
Level of Significance	5%
t-critical value	2.145
Computed t-value	3.74
Decision on H_0	reject
Conclusion	Significant

Table 3 presented the statistical bases and analysis of which degrees of freedom were composed of 14 from the number of participants minus one. The level of significance is 5% or the rejection level while the t-critical value is 2.145 from t-distribution. Based on the data presented the computed value is 3.74 which means the null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant difference in the reading level of identified grade four pupils before and after utilizing the e-reading package. It means that the intervention being used by the researcher is effective and it is efficiently utilized by the grade four pupils. The decision indicated that there was a significant difference between before and after using the intervention which is the utilization of the e-reading package. It implies that teachers may create an intervention to uplift the performance of the pupils along with word recognition.

6. Conclusions and Recommendations

6.1 Conclusions

Based on the findings, the following conclusions are drawn:

- 1) All of the 15 pupils belong to the frustration level.
- 2) Almost 10 students leveled up their performance in reading orally. Pupil's performance in reading may vary if the teacher utilizes intervention in reading inside the classroom.
- 3) There is a significant difference in the reading level of identified grade four pupils before and after utilizing the e-reading package.

6.2 Recommendations

Based on the conclusions of the study, the following recommendations are made:

- 1) The pupils may focus on the upliftment of reading performance and utilize reading intervention to develop their skills in reading.
- 2) Utilize the e-reading package to help the reading performance of pupils be continually sustained.
- 3) The Department of Education may fully support the continuing professional development of students based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential for their success in the curriculum.

- 4) Conduct related free training and seminars to the elementary teachers to help empowered and sustained their knowledge in English.

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