

## Improving the Reading Level of Grade 7 Students of SINHS Through Oplan Tutok Basa

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### ABSTRACT

The primary concern of this action research is to develop among students Independent Readers through OPLAN TUTOK BASA. As reflected in the Reading Pretest conducted by the English Teacher, there were twenty (20) non-readers (37.04%), twenty (20) frustration readers (37.04%), seven (7) instructional readers (12.96%) and seven (7) independent readers (12.96%) among fifty-four (54) Grade 7 students of San Isidro National High School, Padre Burgos District.

This study was concerned in Improving the Reading Level of SINHS Grade 7 Students through Oplan Tutok Basa. Specifically, this study was aimed to answer the following questions:

1. What is the reading level of Grade 7 Students of SINHS before and after implementing OPLAN TUTOK BASA?
2. Is there any significant difference in the reading level of Grade 7 Students before and after the implementation of OPLAN TUTOK BASA?
3. What is the implication of the findings of this action research for the improvement of SINHS Grade 7 Reading level

The fifty-four (54) respondents of this study were drawn from the Grade 7 students of San Isidro National High School. In obtaining data, the researcher used the descriptive survey through test analysis given before and after they undergo this project which contains the Pretest and the Post Test given by the Reading Teacher. The researcher used mean analysis to determine the improvement of Grade 7 students' reading level before and after they took the program.

To interpret the results and determine the Improvement in the Reading level of Grade 7 students, mean and standard deviation were utilized both in the pre and posttest. Comparative analysis was made by the researcher using this scale.

WEIGHTED MEAN	SCALE	DESCRIPTION
3.25-4.00	I	Independent Readers
2.5-3.24	INS	Instructional Readers
1.75-2.49	FR	Frustration readers
1.00-1.74	NR	Non-Readers

After the implementation of OPLAN TUTOK BASA, the results show that out of 54 Grade 7 students, there were 48 Independent readers or 88.88% of the total population. They were those students who can determine meanings through context clues and other word parts. They can successfully recognize words and interpret their meanings. 9.25% or 5 students were classified as Instructional Readers. Those students who can recognize words, can interpret the meaning of what they read, but they can hardly grasp or understand what they read from the reading materials. 1.85% or only one student who was frustration readers. They can recognize words but void in meaning and nothing less but mere uttering words. Lastly, 0% of the total population can't recognize words, stutter, stammered, and repeat and repeat in reading per words. This reader cannot understand the words they read and they could not see its relation to other word parts. In general, Grade 7 students were independent readers, they only needed to develop their vocabulary skills to further understand the reading context. Still, as a whole, they can recognize words rightly.

The research findings imply that SINHS Administration and staff must enhance the reading program to fully attain its purpose of having optimum free reading environment. Based on the findings, it is imperative to integrate the reading program in all learning areas since all homeroom teachers are reading teachers. To fully realize its objectives, reading program must be given not only in 5 weeks but continuously allowing the students to read activity to sustain the demand of creating independent readers among all students.

Since most of the students nowadays are digital citizens or natives, it is also imperative to develop another reading program that will suit students' interest and agenda such as Comprehension Program through Electronic Class and a Reading Kiosks within a garden to inspire them to read the best classical materials on their best.

**Keywords:** *Science, Science Teachers, collaborative learning, collaborative learning activities, collaborative learning outcomes*

## **Introduction**

Filipino learners deserve quality education and access to all learning programs that may cause their desired progress and development. The Department of Education Region IV-A CALABARZON, through the Curriculum and Learning Management Division issues the Regional Guidelines on Comprehensive Reading Policies. The policy aims to intensify the region's program for reading development, establish link between and among the Department of Education (DepEd), Department of Interior and Local Government (DILG), Department of Social Welfare and Development (DSWD), Non-Governmental Organizations (NGOs), and respective Local Government Units (LGUs) for the integration of the Comprehensive Reading Policies in their social programs and provide financing to aid in the massive and effective implementation of school reading program (DM #58 s.2018 & Regional Memorandum #001 dated February 14, 2018). Still

reading difficulties among students mainstream the school problems that are needed to be urgently resolved.

All children need a chance to read independently not only in school but everywhere. In the passion to prepare them for large- scale assessments, schools must provide them independent reading (IR) time. Although secondary schools set standards and measurement to advocate student independent reading from time to time, still fluent readers are limited. In fact, many believe that students increase regular independent reading time only in the Elementary Grades and thus they already know how to read in the Secondary Course. However, when they've got there and the teacher adjusts the reading materials to the next level, many have found them not to be fluent readers thus fail in the entrance examination and other achievement examination.

It is therefore the primary concern of this action research to develop among students Independent Readers through OPLAN TUTOK BASA.

As reflected in the Reading Pretest conducted by the English Teacher, there were ten (10) non-readers, twenty(20) frustration readers, nineteen (19) instructional readers and five (5) independent readers among fifty-four (54) Grade 7 students of San Isidro National High School, Padre Burgos District.

This study was concerned in Improving the Reading Level of SINHS Grade 7 Students through Oplan Tutok Basa.

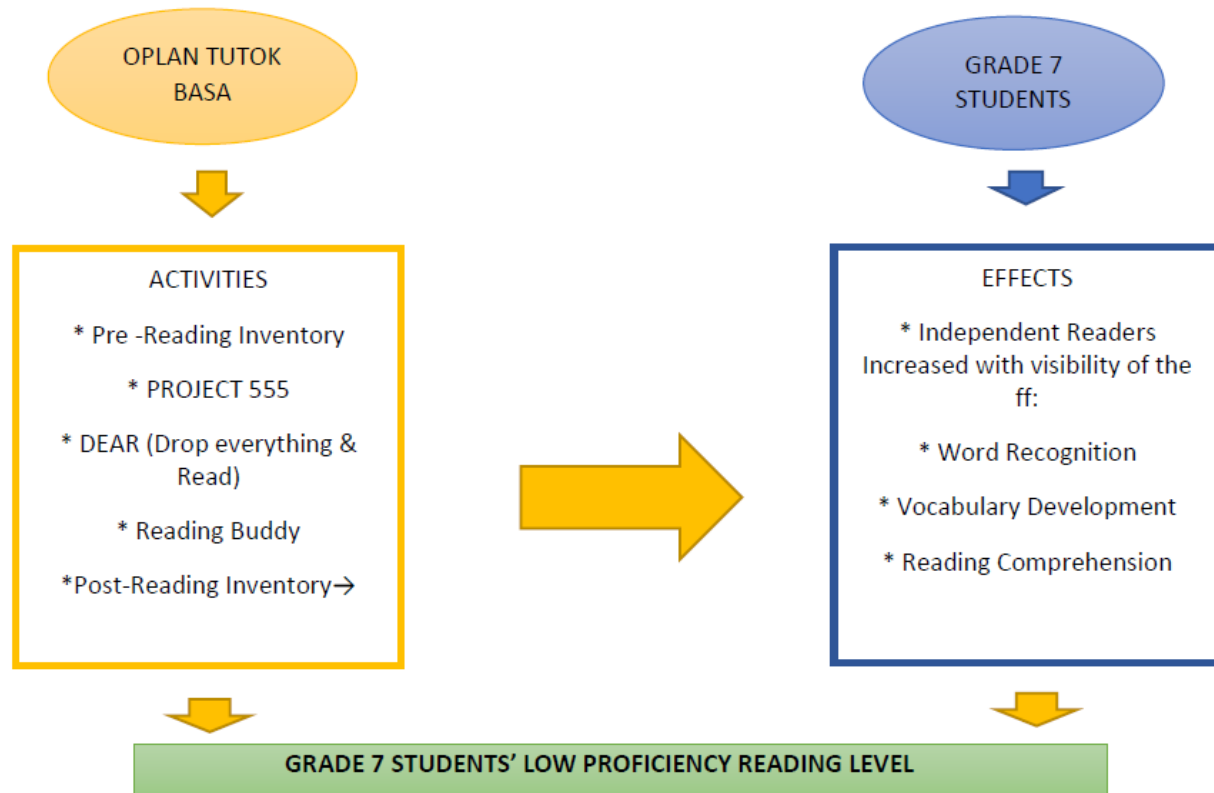
Specifically, this study was aimed to answer the following questions:

1. What is the reading level of Grade 7 Students of SINHS before and after the implementation of OPLAN TUTOK BASA?.
2. Is there any significant difference in the reading level of Grade 7 Students before and after the implementation of OPLAN TUTOK BASA?
3. What is the implication of the findings of this action research for the improvement of SINHS Grade 7 Reading level?

### **Hypothesis**

There is no significant difference between the reading level of Grade 7 students of SINHS before and after the implementation of OPLAN TUTOK BASA.

## Research Paradigm



## Conceptual Framework

Figure#1 shows the independent-dependent variable in determining the effect of OPLAN TUTOK BASA in improving the reading level of Grade 7 students of San Isidro National High School.

The independent variable is represented by OPLAN TUTOK BASA which comprises DEAR (Drop Everything & Read (Reading Power for 5 weeks starting August 27 - Oct.4), Reading Buddy & Project 555 (integration of 5 words to spell, 5 words to define & 5 questions to answer related to their topic/lesson per learning areas done every presentation of their new lesson).

Likewise, the dependent variable is represented by the positive effects of this project OPLAN TUTOK BASA in improving the reading level of Grade 7 students of SINHS. It will be reflected on the Post Reading Inventory given by the English Reading Coordinator during the given span of time particularly evaluation. This also shows that the independent variable can accumulate the middling variable which is students' poor reading comprehension and various miscues.

## Literature Review

The literature reviewed in this section focuses on the central theme of reading performance to provide an understanding of the complexities and influences involved in the development of reading skills and how they relate to other factors. The literature also includes techniques in improving and developing students' skills in reading.

Brown, Douglas H. (2017: 68) states on his *Language Principles & Classroom Practices* that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the Information from the text and the information from their existing background knowledge. As a skill, reading can be trained and developed. People who want to be a good and effective reader, they must master reading skill and its strategies and technique. Each reading passage has its own strategies and techniques to read it.

Johnson Andre P. (2008) in his book *Teaching Reading and Writing in Remediating Students*, states that in the modern era people need to read fast and effective because they have limited time. They need to select the appropriate strategies and techniques in reading according to their purpose. The main purpose of reading is to get comprehension. When the students read a passage, they decode written information and it is combined with the students' background of knowledge in their brains to produce comprehension.

Wallace, Michael J. (2007) stated reading is both process and product. The product of reading is called reading comprehension, or an internal construction of meaning; that is, there has been understanding of what has been read.

Harmer & Jeremy (2005) defined reading comprehension as the understanding, evaluating, and utilizing of information and ideas gained through an interaction between the reader and the author.

Furthermore, Harris and Smith (1980) stated, reading is a process intimately linked to think, and there are three factors influencing comprehension, i.e. background experience, ability to use language, and intelligence. To comprehend the written forms, there are so many skills that can be used by the students. According to Smith, NB & Robinson H (1980) on his book *Reading Instruction for Today's Children*, reading comprehension skills are strategies that the readers use to retrieve information and construct meaning from expository text. They are thinking process, broken down into steps to comprehend. These comprehension skills can be easily learned and flexibly selected to a variety of reading situations.

Brown (2001: 308) stated, perhaps the most valuable strategies for learners (as well as native speaker) are skimming and scanning strategies. Several skills above can be improved, trained and developed as the way the students grow. Improving reading comprehension skills are valuable to make them good reader and effective reader.

According to Brown (2001: 301) Extensive Reading activity is carried out to achieve general understanding of a usually Somewhat longer texts (book, long article, long essay, crowded advertisement, newspaper, magazine, etc.). Extensive reading activity can be conducted in the class time or outside the class time.

Brown (2001: 301) adds, Extensive Reading activity has advantages. First, it makes the students to read better. Second, it as a key to students gain reading ability, linguistic competence, vocabulary, spelling, and writing. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details, need not be retained, students gains an appreciation for effective and cognitive window of reading. Extensive reading can sometimes help learners get away from their tendency to over analyze or look up words they do not know, and read for understanding.

According to Day and Bamford (1998: 7-8) Extensive Reading has several characteristics, these are: (a). Students read as much as possible, (b). A variety of materials on a wide range of topics are available, (c). Students select what they want to read, (c). The purposes of reading are usually for pleasure, information, and general understanding, (d). Reading is its own reward. (e). Reading materials are well within linguistic competence of the students, (f). Reading is individual and silent, (g). Reading speed is usually faster than slower, (h). Teachers orient students to the goal of the program, (i). The teacher is a role model of reading for the students.

With these review of related literature, the researcher has to discover many as to which techniques & strategies will suit the learning capacities of Grade 7 learners of San Isidro National High School Padre Burgos District in order to improve their reading level.

## **Methodology**

The fifty-four (54) respondents of this study were drawn from the Grade 7 students of San Isidro National High School. In obtaining data, the researcher used the descriptive survey through test analysis given before and after they undergo with this project which contains the Pretest and the Post Test given by the Reading Teacher. The researcher used mean analysis to determine the improvement of Reading level of Grade 7 Students before and after they took the program.

### **Statistical Treatment of Data**

In order to interpret the results of the study, the data gathered was analyzed and interpreted using the following statistical methods:

To determine the Improvement in the Reading level of Grade 7 students, the mean and standard deviation were utilized using this formula:

$$M = \frac{\sum fd}{N}$$

where  $\Sigma fd$  is the summation of students' score divided by N which is the number of cases or the total number of population who got the pretest and posttest.

For standard deviation, the formula is:

$$SD = \sqrt{\left( \frac{\sum (fd - \bar{fd})^2}{N} \right)}$$

To determine the acceptability of the data gathered in terms of accuracy, clarity and validity of the results of finding out the reading level of the grade 7 students, the researcher also used weighted average mean following this formula:

$$WAM = (4f + 3f + 2f + f) / N$$

Where:

WM = weighted mean

f = frequency distribution

N = number of respondents

WEIGHTED MEAN	SCALE	DESCRIPTION
3.25-4.00	I	Independent Readers
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1.75-2.49	FR	Frustration readers
1.00-1.74	NR	Non Reader

## Results and Discussion

### Respondent's Profile

Tables presented were followed by narrative interpretation and analysis of data. Each problem presented was supported by tables for more emphatic absorption of concept. Findings were concluded in each presentation.

### Pretest

Distribution of Scores f	Number of Cases N	d	Fd	fd <sup>2</sup>
45-50	0	-5	0	0
40-44	3	-4	-12	-144
35-39	4	-3	-12	-144
30-34	4	-2	-8	-64
25-29	3	-1	-3=(-35)	-9=(-361)
20-24	20	0	0	0
15-19	20	1	20=(20)	400
N	54		Σfd=-15	Σfd <sup>2</sup> =-39

$$n/2=54/2=27$$

$$M = AM + \frac{\sum fd}{N}$$

$$M = 22 + \frac{-15}{54}$$

$$M = 22 + -0.28$$

$$M = 21.72$$

$$SD = \sqrt{\frac{\sum fd - fd^2}{N}}$$

$$= \sqrt{\frac{-15(-) - 39}{54}}$$

$$= \sqrt{\frac{54}{54}}$$

$$= \sqrt{1}$$

$$SD = 1$$

The table showed that the Mean score of the grade 7 students who were tested in the Pretest of reading comprehension falls below the expected score ranging from 25-50 which was only 40 students of the 54 total population. As shown by the standard deviation which scored 1.0, Most of



the students were interpreted having very close scores, failed in the reading comprehension test administered during the pretest. Regarding the highest educational attainment, a more in-depth study of the table shows that only five (5) teachers are BS +16 to 36 professional units in education, thirty-seven (37) earned master's units, twenty - eight (28) academic requirements for a master's degree, sixteen (16) master's degrees, six (6) holders of doctoral units, four (4) doctorate degrees, and four (4) academic requirements for a doctorate.

### Post Test

Distribution of Scores f	Number of Cases N	d	fd	$fd^2$
45-50	1	-1	-1	1
40-44	28	0	0	0
35-39	15	1	15	225
30-34	4	2	8	64
25-29	5	3	15	225
20-24	1	4	4	16
15-19	0	5	0=35	0
N	54		$\Sigma fd=36$	$\Sigma fd^2 =531$

$$n/2=54/2=27$$

$$M = AM + \frac{\Sigma fd}{N}$$

$$M = 42 + \frac{36}{54}$$

$$M = 42 + 0.67$$

$$SD = \sqrt{\frac{\Sigma fd - fd^2}{N}}$$

$$= \sqrt{\frac{36 - 531}{54}}$$

$$= \sqrt{\frac{-495}{54}}$$

$$M = 42.67$$

$$= \sqrt{9.17}$$

$$SD = 3.03$$

The table showed that the Mean score of the grade 7 students who were tested in the Post test of reading comprehension falls above the expected score ranging from 25-50 which was 53 students of the 54 total populations. As shown by the standard deviation which scored 3.03, Almost all the total population were interpreted having very close scores, passed in the reading comprehension test administered during the post test.

TABLE 3							
Improving the Reading Level of SINHS Grade 7 Students through OPLAN TUTOK BASA							
EVALUATION ITEMS	RESPONSES				TOTAL		Qualitative Description
	Ind	Ins	Frus	NR	f	WM	
	f	f	f	f			
1. READING POWER Magsaysay is my Guy							
A. Vocabulary Development	26	16	10	2	54	3.18	INS
B. Word Recognition	36	10	6	2	54	3.45	IND
C. Comprehension Check	26	16	7	5	54	4.64	IND
2. READING POWER 2 The Miracles of Hopes and Prayers							
A. Vocabulary Development	25	17	8	4	54	3.16	INS
B. Word Recognition	37	12	3	2	54	3.56	IND
C. Comprehension Check	29	12	12	1	54	3.28	IND
3. READING POWER The Tahoe Peddler							
A. Vocabulary Development	34	10	10	0	54	3.26	IND
B. Word Recognition	38	11	4	1	43	3.59	IND
C. Comprehension Check	30	16	7	1	54	3.39	IND
4. READING POWER							

On Being a Contestant							
A. Vocabulary Development	27	16	11	0	54	3.16	INS
B. Word Recognition	39	10	4	1	54	3.61	IND
C. Comprehension Check	26	16	12	0	54	3.26	IND
<b>5. READING POWER</b> Angels of Mercy							
A. Vocabulary Development	26	16	12	0	54	3.26	IND
B. Word Recognition	37	12	4	1	54	3.57	IND
C. Comprehension Check	33	14	7	0	54	3.48	IND
<b>AWP</b>	<b>31.26</b>	<b>13.60</b>	<b>7.80</b>	<b>1.34</b>	<b>54</b>	<b>3.46</b>	<b>IND</b>

The table shows that out of 54 Grade 7 students, there were 31.26% Independent readers. They were those students who can determine meanings through context clues and other word parts. They can successfully recognize words and interpret their meanings. 13.60% were Instructional readers. They were those students who can recognize words but can interpret the meaning of what they read. They hardly grasp or understand what they read from the reading materials 7.80% were frustration readers. They can recognize words but void in meaning and nothing less but mere uttering words. 1.34% was classified as Non- readers. Although they can recognize words, they stutter, stammer and tend to repeat and repeat in reading per words. They cannot understand the words they read and they could not see its relation to other word parts. But in general, Grade 7 students were independent readers, they only needed to develop their vocabulary skills in order to further understand the reading context but as a whole they can recognize words rightly.

## Conclusions

The findings of the research implies that SINHS Administration and staff must enhance the reading program in order to fully attain its purpose of having a total or optimum free reading environment. Based from the findings, It is imperative to integrate the reading program in all learning areas since all homeroom teachers and all teachers are specifically reading teachers. To fully realize its objectives, reading program must be given not only in 5 weeks but continuously giving the students an opportunity for reading activity to sustain the demand of creating independent readers among students, elementary & secondary.

Since most of the students nowadays are digital citizens or natives, it is also imperative to develop another reading program that will suit students' interest and agenda such as Compréhension Program through Electronic Class to suit reading in time of pandemic best. The author utilizes its results for Continuous Improvement Plan highlighting its significance and relevance.

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