

## Proposed Intervention Material for Grade 7 Students

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### ABSTRACT

This study aimed to determine the student's reading comprehension skills in the Phil-IRI Comprehension Test in terms of a. Independent; b. Instructional; and c. Frustration level. It also delved into the problems encountered by the English teachers in teaching reading comprehension and the teaching strategies employed by the English 7 teachers in teaching reading comprehension.

This study utilized the descriptive-developmental research method of research, with a standardized test in reading from the Philippine Informal Reading Inventory (Phil-IRI) Manual 2018 and an interview guide for teaching English 7 as the core gathering instruments and used frequency counts and percentages in treating the data.

This study had 202 student-respondents from the three high schools of Cluster 7. It was found out that there were only five students or 2.48% who were in the instructional level and 104 students or 51.49% who were under frustration level in School A. Meanwhile, School B had 15 students or 7.43% under instructional level and 16.83 % or 34 students under the frustration level. On the other hand, School C had 44 students, or 21.78%, who fall under the frustration level.

It was found out that all of the teacher-respondents had faced the same challenges. The most used reading strategies were retelling, questioning, and summarizing. And no one uses transactional strategy instruction.

This study recommended that students under frustration level need to engage in more reading activities to study. A remedial reading can take place to help address individual student needs. A variety of activities can cater to different comprehension levels of the students. Address each challenge and build a more encouraging school culture could be of great help wherein students can feel happy and safe. In terms of teaching and learning materials, Resources such as eLearning, eBooks, and others that can be easily accessed should use. Teachers should consider other reading strategies such as Directed Reading and Thinking Activity (DRTA), reciprocal teaching, and transactional strategy instruction in enhancing students' comprehension skills. The proposed reading intervention program should be considered for use by the teachers and determine its worth in improving student's reading comprehension ability.

**Keywords:** *Comprehension Skills, Independent, Instructional, and Frustration Level, Intervention Material*

## Introduction

In today's global world, the importance of education cannot be denied and ignored. It has been playing a countless role in shaping one's future. Schooling provides opportunities to improve the learners' 5 macro skills in communication, such as speaking, reading, writing, listening, and viewing for effective communication, paving the way for them to succeed in other learning endeavors. Reading is vital since it affects comprehension. If learners cannot read well, understanding may be affected. Furthermore, they may be left behind, given that it is a prerequisite to other disciplines, according to Moats (2002).

Language plays a controlling role in shaping one's thoughts. Children learn the tools of reading through education, as it plays a central role. Reading is a crucial skill in learning, in addition to speaking, listening, and writing. Learners should master it as it helps them grow further intellectually and meet the changing needs of society, according to Zagada (2019). Additionally, according to Murff, S. H. (2005), it has been proven that a learner, who reads better, performs better, leading to more possibilities for success. For instance, good reading improves spelling. It becomes easier for learners to expand their vocabulary and spell words, and later, can express their thoughts and feelings. Indeed, everything goes hand-in-hand.

Over the years, the student's attitude towards schooling has changed- particularly in their reading. Many students nowadays have struggled with reading comprehension skills and seem to have lost interest in reading. As a result, their academic performances were affected as they cannot read and understand the material they are dealing. Beginning readers often have a low outlook of themselves and their educational capability. Learners feel misunderstood and left behind. Learners should resolve these matters to improve further.

In light of this reality, the Department of Education (DepEd) (2019) has been vigorously working for a sturdier reading orientation. Teachers need to conduct a pre-reading assessment at the beginning of the school year, give remedies to those students who need reading assistance, and check their progress in the post-reading at the end of the school year. The Division Progress Reading Assessment in English 7 results marked that 1,630 learners fall under the frustration category equivalent to 61.72%. The other 22.34%, a total of 590 learners, were assessed to be under instructional level, and only 421 learners out of 2, 641, or equivalent to 15.94%, are independent.

Moreover, the Department of Education wants nothing but to provide the best education to all. Article XIV, Section 2 of the Philippine Constitution strengthened the goal of education.

A national program initiated by the Department of Education aims to make every Filipino child a reader at his age level is "Every Child A Reader." ECARP supports Education for All (EFA) to eradicate dropouts, ensuring that nobody is going to be left behind during the first three grades, according to DepEd (2011).

The Bureau of Learning Delivery, Department of Education, came up with an initiative that will address the thrust. DepEd developed the Philippine Informal Reading Inventory (Phil-IRI, 2018) to support the program ECARP. It is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading, and listening comprehension. It aims to find the learner's reading level, and the result can be of great help to plan different activities suited to the student's needs and abilities.

According to the Texas Education Agency (2002), comprehension is the fundamental purpose of reading to get meaning from written text. Without understanding, reading is a meaningless activity. It's not too much to say how thoroughly students develop the facility to understand what they read features a profound effect on their entire lives.

Despite the teacher's initiatives, however, reading in the department leaves a lot to be looked for in terms of excellence. Developing good reading habits may not be achieved overnight; it undergoes a series of improvements. Consequently, it is a hope that every initiative will suffice as an element for change and a channel for continuous differentiation and integration. It is possible only if one evaluates the existing reading programs conducted by those in the school.

### **Literature Review**

The 2018 Programme for International Student Assessment (PISA) launched a worldwide study conducted by the Organisation for Economic Co-operation and Development and examines students' knowledge in the three core subjects—reading, mathematics, and science. Results indicate that the Philippines ranked the lowest in reading comprehension among the 79 participating countries worldwide.

The Department of Education understands the need to address these issues and concerns to achieve a quality fundamental education. The PISA results serve as an avenue to improve further the educational system that Filipinos have. "The PISA Results...puts in even (greater) focus our need to address quality in basic education," says DepEd Secretary Leonor Briones. With that, the Department of education asks for the whole country's full cooperation to improve quality elementary education that no one should be left behind.

Also, in the study of Santos and Crisostomo (2013), as cited by Salmorin (2017), reading strategies and comprehension skills have a strong correlation. An effective strategy is needed to improve learners' comprehension skills. Furthermore, the study of Luyun (2004) on the reading interest of the Grade V pupils and its relation to the reading comprehension levels shows that students have identified the macro skills of the language they needed: reading, listening, speaking, and writing. From reading and comprehending textbooks to journals and references, reading ability was identified to be the foremost concern of learners of English among the four macro skills. As

early as elementary grades, children form their reading habits that have been determinants of their reading patterns in later life.

In the most recent time, avid readers begin to lose interest in reading as leisure time as their attention diverts to other activities such as sports, computers, and fantasy games.

The study's results Reading Interest of the Grade V Pupils and its Relation to the Reading Comprehension Levels show that the reading interest of the respondents affects their reading comprehension as to literal and interpretative level. Furthermore, it also means that their level of understanding of facts or ideas extracted from or stated information given in the test and on the implied meaning of words or sentences are based on their acquired knowledge and background experiences and are most affected by the reading materials they are mostly tied up.

Education's purpose is to prepare students through skills and learning, thereby encouraging and advancing their potential cognitive development as they are the center of this process. Thus, this study determined the comprehension skills of grade 7 students of cluster 7 of the Urdaneta City Division.

## **Methodology**

This study mainly focused on the Comprehension Skills of Grade 7 students of Cluster 7 of the Urdaneta City Division. With this, the researcher used a descriptive-developmental research design and adopted a standardized test in reading from the Philippine Informal Reading Inventory (Phil-IRI) Manual 2018; a tool consists of reading passages and questions which determined their reading comprehension. Another material used is an interview guide for the teachers teaching reading comprehension among Grade 7 learners. The researcher sought different expert's help to validate the interview guide to make the instrument valid and reliable. Data were tallied, analyzed, and interpreted to the specific problems laid out in the study. The research instrument consists of reading passages to be read, and there are sets of questions in every reading passage.

Aside from the students, the researcher solicited the support of the teachers handling English 7 by answering the interview guide about the common problems they encountered in teaching reading comprehension and the reading strategies they employed in teaching reading comprehension.

Frequency and percentage were employed to determine the reading comprehension performance of Grade 7 students and the encountered teacher's difficulties.

## Results and Discussion

### Reading Comprehension Skills of the Students in the Phil-IRI Comprehension Test

Table 1. Reading comprehension skills of the students in the PHIL-IRI comprehension test

Levels	School A		School B		School C		Total	
	F	%	f	%	f	%	f	%
Independent Level	0	0	0	0	0	0	0	0
Instructional Level	5	2.47	15	7.43	0	0	20	9.9
Frustration Level	104	51.49	34	16.83	44	21.78	182	90.1
<b>Reading Comprehension Level</b>	109	53.96	49	24.26	44	21.78	202	100

It results from the standardized test in reading using the Philippine Informal Reading Inventory (Phil-IRI) Manual 2018 to Grade 7 students of Cluster 7 of Urdaneta City Division. There are 234 students currently enrolled as Grade 7 students, but due to unavoidable circumstances, only 202 students took the test. School A has 109 actual takers, 49 for School B, and only 44 from School C. It found out that 182 out of 202 students are under frustration level, as indicated in the scores they got from the Phil-IRI, and in one of these schools, 104 out of 109 considered under frustration level. It means that the students are not able to understand the comprehension test. Similarly, all of the two other schools registered several students under the frustration level. It is disgusting to note that no students fall under the independent level.

From the data, it could glean that most of the students fall in frustration level (lowest level) and that no student falls into the instructional level (highest level). The results indicate that most Grade 7 students have a hard time understanding what they are reading.

### Problems Encountered by the English Teachers in Teaching Reading Comprehension

Table 2. Challenges commonly encountered by teachers in teaching reading comprehension

PARTICULARS	FREQUENCY (n=4)	PERCENTAGE (100%)
Poor reading skills	4	100
Student absenteeism	4	100
Lack of interest by students	4	100
Mother tongue effect	2	50
Unreadiness of the students	2	50
Overcrowded classrooms	2	50
Insufficient teaching and learning materials	2	50
Distance from school	2	50
Regular curricula changes	0	0
Poor Family Income	0	0
Physical inadequacies	0	0

Based on the solicited information through the teacher questionnaire given to teachers handling English 7 of Cluster 7 about teachers' profile, teachers and parents collaboration, school efforts to improve reading comprehension, teacher challenges in teaching reading comprehension, and the reading strategies employed by them, it found out that all of the teacher-respondents have come up with the same problems namely poor reading skills, students' absenteeism and lack of interest by students. Two of the teachers pointed out students' unreadiness, overcrowded classrooms, insufficient teaching and learning materials, mother tongue effect, and school distance.

### Teaching Strategies Employed by the English 7 Teachers in Teaching Reading Comprehension

Table 3. Reading strategies employed by teachers in teaching reading comprehension

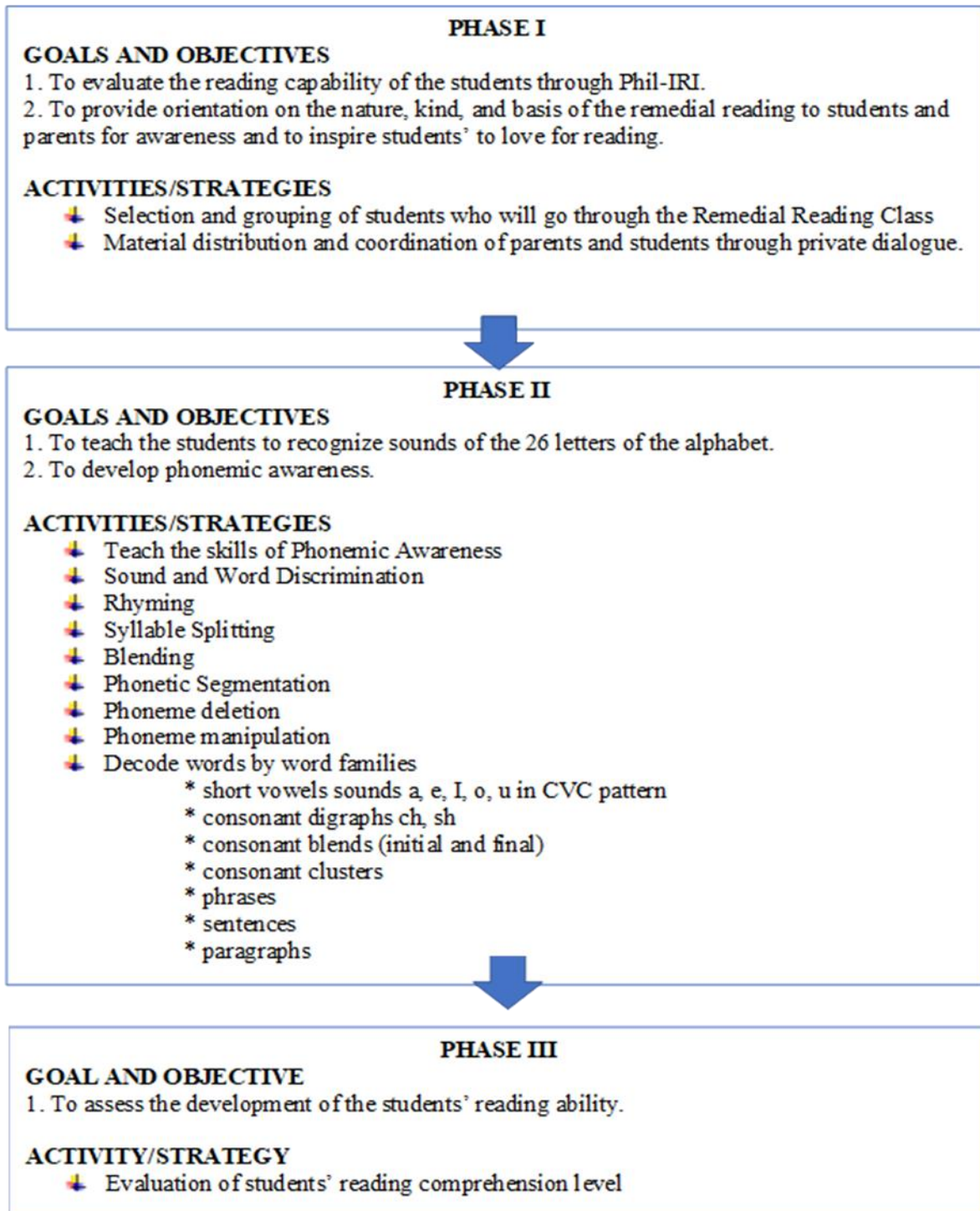
PARTICULARS	FREQUENCY (n=4)	PERCENTAGE (100%)
Retelling	4	100
Questioning	4	100
Summarizing	4	100
K-W-L	3	75
Communicative Based Learning	3	75
Predicting	3	75
Visualizing	3	75
Story Maps	2	50
Story Frames	2	50
Questioning The Author	2	50
Making Connections	2	50
Directed Reading and Thinking Activity (DRTA)	1	25
Reciprocal Teaching	1	25
Transactional Strategy Instruction	0	0

The most used reading strategies were retelling, questioning, and summarizing. Three of the teacher-respondents used K-W-L, Communicative Based Learning, predicting, and Visualizing. Two of the teachers used story maps, story frames, questioning the author and making connections. The least used reading strategies are Reciprocal Teaching Directed Reading and Thinking Activity (DRTA). And no one uses Transactional Strategy Instruction.

## Proposed Intervention to Improve the Reading Comprehension Skills of Grade 7 Learners

It has three phases with different activities and strategies, Phase I: Selection and Orientation, Phase II: Implementation Proper, and Phase III: Final Evaluation.

### READING INTERVENTION PROGRAM





The students will go through Phase I: Pre-Implementation, wherein the students' reading level assessment takes place using Phil-IRI. Selection and grouping of students who will go through the Remedial Reading Class and pamphlet distribution and coordination of parents and students through private dialogue are ready on this phase.

Phase II deals with the Actual Implementation of Remedial Reading Program in which the students will learn the skills of phonemic awareness such as sound and word discrimination, rhyming, syllable splitting, blending, phonemic segmentation, phoneme deletion, and phoneme manipulation. They will acquire how to decode words by word families starting with short vowels sounds a, e, I, o, u in CVC pattern, consonant digraphs ch, sh, consonant blends (initial and final), consonant clusters, phrases, sentences, and paragraphs.

Phase III or Post-Implementation students will undergo comprehension evaluation tests to assess the students' reading comprehension level. It aimed that after the three phases, students' love for reading developed.

Each phase has goals and objectives, activities and strategies, persons involved, the resources needed, time frame, and success indicator. Phase I aimed to assess the reading level of the students through Phil-IRI and to provide orientation on the nature, kind, and basis of the remedial reading to students and parents for awareness and to inspire students to love reading. Selection and grouping of students who will go through the educative reading class and material distribution and coordination of parents and students through private dialogue are the suggested activities. It is possible with the help of the principal, remedial reading teacher, and students. Phil-IRI materials and letters to parents should prepare at this phase. It is expected that level of support and acceptability to the program is achieved and reports on reading diagnosis organized during the first month of the school year.

Phase II aims to teach the students to recognize sounds of the 26 letters of the alphabet, develop phonemic awareness, skills in decoding, and a sense of personal responsibility for one's progress. The activities under this phase are the following: sound and word discrimination, rhyming, syllable splitting, blending, segmentation, phoneme deletion, phoneme manipulation, decode words by word families, short vowels sound a, e, i, o, u in CVC pattern, consonant digraphs ch, sh, consonant blends (initial and final), consonant clusters, phrases, sentences, and paragraphs. The remedial reading teachers and students are the persons involved in this phase. Teachers can make use of flashcards, charts, small and big books in teaching the students. It will take place from the second to eight-month of the school year. Students are expected to recognize words with the same initial sound and letters with the same ending sound, can identify the number of syllables, read texts in CVC, CVCC pattern, phrases, sentences, and can comprehend. Students' love for reading developed in this phase.

The last phase evaluates the improvement of the students' reading proficiency. During the ninth month, evaluation of students' reading comprehension level through Phil-IRIs Post-Test Oral and Written Reading Test will be conducted and supported with an Accomplishment Report.

### **Conclusion**

Reading Comprehension abilities of the students need to be addressed and improved. Common challenges encountered by the teacher-respondents that contribute to the students' reading ability to comprehend are poor reading skills, students' absenteeism, and lack of interest by students. Others considered students' unreadiness, overcrowded classrooms, insufficient teaching and learning materials, mother tongue effect, and distance from school but did not think through regular curricula changes, low family income, and physical inadequacies as contributory factors. There are a variety of strategies employed by the teachers in developing reading comprehension where most of them utilized retelling, questioning, summarizing, K-W-L, Communicative Based Learning, predicting, visualizing, story maps, story frames, questioning the author, and making connections. Moreover, one of the teacher-respondents used Directed Reading and Thinking Activity (DRTA) and reciprocal teaching as strategies to enhance reading comprehension ability, but no one utilized transactional strategy instruction.

Research showed six strategies to improve reading comprehension, such as predicting, making connections, visualizing, inferring, questioning, and summarizing. And four models to teaching reading, namely direct teaching model, cooperative learning, mastery learning, and problem-based learning, which every teacher can choose from to suit the learners' needs.

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