

Effectiveness of Fuller Approach in Teaching Reading to Improve the Comprehension Level of the Grade II Pupils in Limited Face-to-Face Class

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Abstract — The purpose of the study is to evaluate the effectiveness of fuller approach in teaching reading in improving the comprehension levels of the grade II pupils. Employing the quasi-experimental research design using the pre-test and post-test, the researcher used the researcher-made reading passages validated and evaluated by the District English Coordinator. Moreover, the researcher prepared audio-video lessons on fuller approach for utilization of the pupils while learning within the prescribed days for implementation of the intervention. Thirty-four (34) students were involved in the study. The data revealed that utilizing audio-video lessons on fuller approach and traditional activities helps improve the comprehension levels of the grade II pupils. The supplementary reading materials provided to the pupils and the commitment and patience of teachers to produce such give great impact in their performance. Thus, audio-video lessons on fuller approach and other learning support materials are effective in making the grade II pupils understand what they read and make use of their learning to improve their performance in all learning areas.

Keywords — *Effectiveness, Fuller Approach, Teaching Reading, Comprehension Level, Grade II Pupils, Limited Face-To-Face*

I. Introduction

At the onset of COVID-19 pandemic in the Philippines, learners are experiencing what UNICEF terms “learning loss.” The use of modules does not suffice the needs of the pupils to learn to read. Modules do not teach sounds; someone who is capable of teaching phonics should sound it out to a child. In teaching beginning reading the modular way, the child needs someone who is live, someone who will carefully plan and prepare reading activities. Someone who is at least a reader who can assist the child at home. In short, modules alone will not help the child learn how to read. Another thing that exacerbates the decreasing reading abilities of learners this time of pandemic is ironically their learning facilitators. Undoubtedly, there are parents who solely rely on online videos or online learning applications in teaching reading, not even scrutinizing if the

sounds or the words taught are accurately sounded and presented. This might be because they do not have time or they do not know how to teach reading at all.

Essentially, the early identification of pupils who are at risk for future reading failure is the key to appropriately placing them into interventions and remediation program. However, once these pupils are identified and placed in an intervention or remediation setting, it is important for teachers to know if the selected method of remediation improves pupils' reading comprehension, fluency and overall reading ability.

Essentially, teachers believe that the most effective way to address the needs of at-risk readers is ability grouping and provided specific intervention based on their needs. In fact, the Early Language Literacy and Numeracy (ELLN) is strictly implemented in each school in the district to ensure that Key Stage 1 pupils can fully acquire the reading ability. Teachers believe in early identification and remediation of pupils having difficulty with reading is through the use of Fuller Approach.

Fuller approach is a combination of the alphabet, phonics and whole methods of teaching word recognition (Berdera, et al.,2012). The technique requires that the beginning reader should have first the following: Mastery of the names and shapes of the letters of the alphabet. Adequate vocabulary so that the words used in the Fuller lessons will have meaning for the reader that is why teachers have to use concrete materials and pictures in teaching this approach. The example given should start with a single consonant.

In the implementation of new learning modality for all schools in the country due to COVID-19 pandemic, most of the pupils especially those in Key Stage 1 struggled in learning to read. Most of the modules given to them were returned unanswered because they cannot understand the lessons or words used in the modules. This is true in Antipolo Elementary School where most of the Grade II pupils rely learning through the modules. During the conduct of home visitation by the researcher, it was found out that most of them cannot understand the text read and cannot recognize the words.

Since at present, the class is not included in the pilot for the limited face-to-face classes in our school, the researcher who is at the same time the teacher adviser find difficulty in reaching the child and provide remedial classes to teach them to read. Thus, it is in her desire to make some interventions where pupils will be learning to read even in her physical absence. An audio-video lesson will be provided to the pupils using the Fuller approach in teaching reading in the hope that this material will be useful in helping the learner to improve their comprehension level. When the pupils fail to develop reading strategies, classroom teachers seek effective interventions to improve a pupils' ability to read (Berdera, et al., 2012). Research conducted by Bufalino and Wang (2010) suggests that effective remedial instruction occurs in a homogeneous small group or in a one-in-one setting.

It is especially important to help students with reading difficulties overcome the reading problems that may prevent them from literacy success before they reach the fourth grade. This is because, in lower-level elementary grades, students are focused on learning to read, while students beyond third grade are reading to learn (Sloat, Beswick, & Williams, 2007; Clarke, Truelove, Hulme, Snowling, 2013). Failing to solve reading difficulties during students' early grades dramatically increases the likelihood that the reading difficulties will follow them into their adult years (Ford & Opitz, 2008; Samuelsson, Lundberg, & Herkner, 2004). Sloat, Beswick, and Willms (2007) stated that the majority of students who do not master the skills of reading to learn by the end of third grade will never learn to read well, have more difficulties with the grade level curriculum, need ongoing intensive assistance, and perform less than their classmates in reading achievement and curricular knowledge. Thus, the critical role that reading plays in students learning beyond third grade emphasizes the importance of identifying struggling readers in their early grades and providing them with the most appropriate reading strategies (Antoniou & Souvignier, 2007; Sloat, Beswick, and Willms, 2007). "Research strongly supports both the vital role of early identification in the prevention of reading difficulties and the urgent need to teach children to read during the first few years of school so that they can "read to learn" in grade 3 and beyond" (Sloat, Beswick, and Willms, 2007).

Since reading comprehension is a complex skill that has not been naturally acquired by all students, teachers can enhance students' reading comprehension by implementing different research-based reading comprehension strategies (Mahdavi & Tensfeldt, 2013). In this modern digital era, videos can be helpful in learner-centered language learning or even in minimally scaffolded learning such as the use of YouTube video segments for learning foreign languages (Mekheimer, 2011). Kusumarasdyati (2004) and Luo (2004) both found that videos catch learners' interest and can positively affect their motivation to learn. As stated in Xue and Pan (2012), through the unique form of dynamic pictures, films can display different kinds of information vividly to audiences, and can effectively provide students with an intercultural experience without the time and financial costs of visiting other countries and cultures. Films can provide students with information and language, which may help facilitate their reading comprehension.

Teaching with films and videos is recognized as a powerful communications medium by some educators (Moreira & Nejmeddine, 2015). They can be combined with other learning resources and instructional strategies to perform a vital role in modern language teaching and learning contexts (Saeidi & Ahmadi, 2016).

With the emergence of home schooling, the use of audio-video can make fundamental changes to teaching and learning. Providing audio-video lessons on Fuller approach in teaching Reading can be of help to pupils as supplementary learning materials to improve their comprehension level. Thus, the researcher formulated this study to evaluate the effectiveness of audio-video lessons on Fuller approach in teaching Reading as an intervention to improve the

comprehension levels of the Grade II pupils. A proposed improvement plan on the intervention provided will be formulated based on the result of the study.

This study evaluates the effectiveness of Fuller Approach in teaching Reading in improving the comprehension levels of the Grade II pupils in Antipolo Elementary School, Albuera South District, Leyte Division. The findings of the study were bases for the proposed improvement plan.

Further, it seeks to answer the following sub-problems:

1. What is the comprehension level before the utilization of Fuller Approach in teaching Reading in the two batches of grade II pupils?
2. What is the comprehension level after the utilization of the Fuller Approach in teaching Reading in two batches of grade II pupils?
3. Is there a significant difference in the comprehension levels of the Grade II pupils before and after the utilization of the audio-video lessons on Fuller Approach in teaching Reading?
4. Is there a significant difference in the reading comprehension levels of the two batches of Grade II pupils?
5. What training plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design using the pre-test and post-test to evaluate the effectiveness of Fuller approach in teaching reading for the improvement of the comprehension levels of the Grade II pupils. Antipolo Elementary School, Albuera South District, Leyte Division is the main locale of the study. There were 34 grade II pupils involved in this study and a 20-item reading test was used to determine the pre-test and post-test performances of the grade II pupils. Audio-video lessons on Fuller Approach was distributed to the grade II pupils as intervention to one group of pupils while traditional learning activities were given to the other group of pupils in teaching reading. The materials were validated and submitted to the District Reading Coordinator and School Head for quality assurance. This research is focused in evaluating the effectiveness of fuller approach in teaching reading in improving the comprehension levels of the grade II pupils. A Proposed Training Plan based on the findings of the study is the output.

Sampling. The respondents of this study are the thirty-three (34) Grade II pupils divided into two (2) batches enrolled in the said locale for School Year 2021-2022. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies

and permit from the Schools Division Superintendent of Leyte Division, District Supervisor of Albuera South District and school head of the said locale was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor, District Reading Coordinator and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head, District Reading Coordinator and District Supervisor was sought. Orientation of the participants and administration of the pre-test and post-test was done in the classroom by the researcher with approved permit from the Local IATF following the health protocols. Permission from the parents of the respondents was secured. The present study involved the 34 grade II pupils enrolled in the said locale. A pre-test and post-test were used to determine the significant difference on student's performances in Reading. The utilization of audio-video lesson on fuller approach in batch 1 and traditional activities for batch 2 was given after the pre-test and as intervention materials for the study. After given the intervention, post-test was conducted. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Training Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of Leyte Division, District Supervisor of Albuera South District and school head of Antipolo Elementary School. Orientation of the respondents with their parents or guardians was done during the parent conference. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The quantitative responses were tallied and tabulated. The data was treated statistically using the following tool: Simple Percentage and Weighted Mean was employed to determine the comprehension levels of the Grade II pupils before and after the utilization of audio-video lessons on Fuller approach in teaching Reading and t-Test of Mean Difference was used to determine the significant between the pre-test and post-test scores.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade II Pupils in Reading

Score Range	Description	PRETEST BATCH 1		PRETEST BATCH 2	
		Frequency	%	Frequency	%
17-20	Excellent	0	0	0	0
13-16	Very Good	0	0	0	0
9-12	Good	0	0	4	24
5-8	Fair	17	100	8	47
1-4	Poor	0	0	5	29
Total		17	100	17	100
Weighted Mean		7.06	Fair	6.88	Fair

Table 1 presents the pre-test performance of Grade II pupils in Reading. It was revealed on the table that among the 17 pupils in Batch 1, all of them or 100% of the pupils got a score of 5-8 in a 20-item test. The weighted mean is 7.06 which is interpreted as fair. This means that all of the pupils were not able to achieve mastery level. This implies that these pupils need intervention or lack of knowledge in learning to read. On the other hand, the table shows the pre-test performance in reading for batch 2. The table revealed that among the 17 pupils, 4 or 24% got the score of 9-12 which is good, 8 or 47% got a score of 5-8 which is fair and 5 or 29% got the score of 1-4 which is poor. This means that most of the pupils got a rating of below 50% of the mastery. This implies that pupils need intervention to improve their performance in reading. Youso and Seidi (2015) stated that reading comprehension is what allows a reader to interact with a text in a meaningful way. Reading comprehension is the result of effective reading. In addition, King (2002) explains that effective reading is grounded in strong cognitive skills such as attention, auditory analysis, sound blending, sound segmenting, memory, processing speed, and visualization. Consequently, the key to improving weak reading comprehension is to confront and correct weak mental skills in these cognitive areas (Hoque, 2013). It can be achieved by using video clips which are important tools to activate students' prior knowledge and make students utilize their cognitive strategies in understanding reading comprehension.

Table 2
Post-Test Performance of Grade II Pupils in Reading

Score Range	Description	PRETEST BATCH 1		PRETEST BATCH 2	
		Frequency	%	Frequency	%
17-20	Excellent	7	41	3	17
13-16	Very Good	8	47	4	24
9-12	Good	2	12	10	59
5-8	Fair	0	0	0	0
1-4	Poor	0	0	0	0
Total		17	100	17	100
Weighted Mean		17.00	Excellent	14.35	Very Good

Table 2 presents the post-test performance of Grade II pupils in Reading. It was revealed on the table that among the 17 pupils in Batch 1, 7 or 41% of the pupils got a score of 17-20 which is excellent, 8 or 47% of the pupils got a score of 13-16 and 2 or 12% of the pupils got a score of 9-12 which is good after the utilization of audio-video lessons on fuller approach. Batch 2 of the pupils got a weighted mean of 17.00 which is excellent. This means that the audio-video lessons on fuller approach help in improving the comprehension levels of the Grade II pupils. This implies that the learning support materials given as intervention to the pupils is effective. Reading is one of the four skills which needs to be learned besides listening, speaking, and writing. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxom, 2009). Reading skill affects the other skills learning process. Besides, the students have to be able to achieve reading competencies as urged by the national curriculum. With this new normal learning modality where pupils have difficulty in understanding the lessons, a supplementary learning material is effective in helping the pupils improve their reading performance.

Moreover, the table also shows the test of difference in the post-test performances of the grade II pupils in reading. It was revealed on the table that among the 17 grade II pupils in batch 2, 3 or 17% of the pupils got a score of 17-20 which is excellent, 4 or 24% of the pupils got a score of 13-16 and 10 or 59% of the pupils got a score of 9-12 which is good after the utilization of the traditional activities. The weighted mean of 14.35 which is interpreted as very good shows that despite the traditional activities given to this group of pupils, still their performance in reading has improved. This implies that pupils need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings.

Table 3
Test of Difference Between the Scores in the Pre-test and Post-test of Grade II Pupils in Reading

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Batch 1	Pre	7.06	2.21	1.021	Reject H _o	Significant
	Post	17.00				
Batch 2	Pre	6.88	1.92	1.021	Reject H _o	Significant
	Post	14.35				

Table 3 presents the test of difference in the pre-test and post-test performance of Grade II pupils in Reading for batch 1. It was revealed on the table that Batch 1 of the grade II pupils with pre-test of 7.06 and post-test of 17.00 has a computed t value of 2.21 which is greater than the critical t value of 1.021 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performance of the grade II pupils after the utilization of audio-video lessons on fuller approach. This implies that the intervention given to the pupils is effective in improving the comprehension levels. This implies further that the ability of the pupils to understand the textual information through the utilization of the audio-video lessons on fuller approach play a critical role in helping them to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on.

Moreover, the table also presents the test of difference in the pre-test and post-test performance of Grade II pupils in Reading for batch 2. It was revealed on the table that Batch 2 of the grade II pupils with pre-test of 6.88 and post-test of 14.35 has a computed t value of 1.92 which is greater than the critical t value of 1.021 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the performance of the grade II pupils after the given the traditional activities in teaching reading comprehension skills. This implies that giving of supplementary learning materials other than audio-video helps also in improving the comprehension levels of the grade II pupils. This implies further that academic success requires the pupils to understand, analyze an apply in formation they gathered from reading. Ang giving them attention and assistance of the teachers contribute to an improve performance.

IV. Conclusion

The data revealed that utilizing audio-video lessons on fuller approach and traditional activities helps improve the comprehension levels of the grade II pupils. The supplementary reading materials provided to the pupils and the commitment and patience of teachers to teach reading give great impact in their performance. Thus, audio-video lessons on fuller approach and other learning support materials are effective in making the grade II pupils understand what they read and make use of their learning to improve their performance in all learning areas.

V. Recommendations

The researcher offered the following recommendations based on the result of the study:

1. The training plan formulated should be utilized;
2. Teachers should produce audio-video lessons and submit for quality assurance;
3. Encourage other teachers to provide intervention materials to improve the performance of the pupils;
4. School Heads should provide technical assistance to the teachers in the production of audio-video lessons on fuller approach and other learning support materials;
5. Teachers should enhance their teaching competencies and employing the use of ICT in teaching Reading through attending LAC sessions, trainings and seminars;
6. Teachers should encourage parents to support their children by providing materials to be used during teaching-learning process;
7. School heads should allocate funds for the production of learning support materials like the audio-video lessons;
8. School heads should encourage teachers to submit innovative or research projects;
9. School Heads should encourage teachers for further learning for the improvement of their teaching and for professional growth; and
10. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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