

Effectiveness of Directed Reading Thinking Materials (DRTM) On the Comprehension Skills of The Multigrade Pupils

HANNA MAE B. SUICO

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

hannamae.suico@deped.gov.ph

Abstract — This study aimed to determine the Effectiveness of Directed Reading Thinking Materials to the reading performance of multi-grade pupils. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and posttest reading performances of the multi-grade learners before and after the integration of the directed reading thinking materials in the delivery of the most essential learning competencies in teaching Reading for the multi-grade pupils. Based on the findings of the study, there was a positive result brought about by the Directed Reading Thinking Skills (DRTA) in the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the DRTA compared to the scores gained by the multi-grade pupils after the integration of DRTA which is greater than the critical t value which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the multi-grade pupils before and after the integration of the Directed reading thinking materials in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the learners.

The result of this study further explained that integrating the Directed Reading thinking materials in assessing the reading skills or performances of the learners could help them improved and enhance their skills in reading because they will be processing, or they can already process on the different passages they will be reading, and they could refine them if necessary, specially to the words or phrases that could make them difficult to understand or comprehend.

Keywords — *Effectiveness, Directed Reading Thinking Skills Multi-Grade Pupils*

I. Introduction

To be successful in school, a child must have skills in reading. Because of this, reading has always been regarded as the primary key to learning in the total educational process. A child who learns this skill quickly and easily is often considered as superior and is likely to experience academic success (Otaiba & Fuchs, 2002). On the other hand, poor reading skills led to a lower overall academic achievement.

It is frustrating for pupils when they do not understand what they are reading. Guided reading strategies are often used to help pupils who struggle with reading. Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. The teacher guides or 'scaffolds' their students as they read, talk, and think their way through a text (Department of Education, 1997). The ability to read is an essential skill in the learning process. Most activities and tasks in all curriculum areas needs pupil to read. It is a required ability that will assist pupils in connecting with their lessons. Improving reading skills is one of the most challenging jobs of primary teachers. It needs resourceful teachers that can provide and use strategy that would best cater every need of diverse learners.

As a Grade 3 teacher of Masaba II Elementary School, I observed that there are some reasons and situations that influences the reading performances of the pupils undesirably: the family background and lifestyles. Some pupil's family members particularly their parents lack the skill in reading. This means that they cannot guide their children in reading at home because they themselves cannot read. Parents are busy in their daily work, and they cannot do follow up to their children at home, they even fail to check their children's performances and achievements in school. Pupils from big families are perceived to be on the high-risk level in having difficulty in reading. Their economic status deprived them to do their school task regularly because of some reasons like helping their parents earn a living, taking care of their younger siblings, must work for extra income and others.

Since our world is in pandemic and we are in a Modular Distance Learning, it is quite challenging for us teachers to help and assist those struggling readers. Pupils were not allowed to go to school, but we teachers were permitted to conduct home visitation as long as we are following the proper health protocols. Teachers can help struggling readers through instructional context in which a teacher supports each reader's development. That is why I choose guided reading as an intervention to improve the reading skills of my Grade 3 pupils in Masaba II Elementary School.

All the Grade three pupils of Masaba II Elementary School were given an oral reading test which served as their pretest. Words read correctly were counted and recorded as part of the computation that identified the rate and scale point of their word recognition as part of their reading process.

Based on the results of the School Oral Reading Pre-Test in English, four pupils were poor readers out of the 11 pupils currently enrolled in Grade three. There are some Grade three pupils who have difficulty in reading English and understanding profound words on printed materials which resulted to poor comprehension, thus, producing several poor readers in the class.

As a neophyte teacher and teaching for less than 5 years, those abovementioned scenarios really served me as bottleneck in giving learning to the struggling learners. In order to seek solutions to the existing challenges face the teachers particularly in MASABA II Elementary School, the researcher wanted to utilize the DRTA as main intervention to increase the reading skills of the Grade 3 learners as well as improving the reading strategies to be made by the teachers specially in handling learners in this time of pandemic.

This study aimed to determine the Effectiveness of Directed Reading Thinking Materials (DRTM) on the Comprehension Skills of the Multigrade Pupils. The findings of the study served as bases for the proposed Enhancement plan.

Specifically, it sought to answer the following questions:

1. What is the comprehension skills of the Multigrade pupils before the utilization of the Directed Reading Thinking Material (DRTM) Intervention?
2. What is the comprehension skills of the Multigrade pupils after the utilization of the Directed Thinking Materials (DRTM) Intervention?
3. Is there a significant difference in the comprehension skills of the Multigrade pupils in utilizing Directed Reading Thinking Material (DRTM) of the Multigrade pupils?
4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: Ho1.: There is no significant difference in the comprehension skills of the Multigrade pupils in utilizing Directed Reading Thinking Material (DRTM) of Multigrade pupils.

II. Methodology

Design. The study utilized the Quasi Experimental type of research Design to evaluate the effects of Directed Reading Thinking Materials (DRTM) to the performance in reading of the Multi-Grade pupils in Masaba II Elementary School. The findings of the study were bases for an Intervention Plan. Masaba II Elementary School in the Division of Leyte is the main locale of the study. The multi-grade pupils in Masaba II Elementary School are the main respondents of the study and the data based on the learners' performance based on test scores from the self-made test questions were utilized.

Sampling. There are 23 who are included in the study and the primary means of reach is through Facebook account, messenger account, cell phone numbers and face to face because the school is already conducted limited face to face in a schedule basis.

Research Procedure. The researcher asked permission from the office of the Schools Division Office headed by our School Division Superintendent Dr. Manuel P. Albaño, CESO V through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care.

The research instruments to be used were the Self-Made Test based on Directed Reading Thinking Materials were administered by the researcher to determine the reading profile of Multi-Grade pupils and develop appropriate reading instruction for each profile. The main goal is to identify learners who need additional support in reading.

Data was collated and submitted to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division of Leyte. Orientation of the respondents both the students and the teachers were done separately. In the orientation, the issue on the restrictions since the school was already implemented limited face to face was also discussed through a Focus Group Discussion.

Treatment of Data. The Effectiveness of the Directed Reading Thinking Materials which collected the data from the pre-test and post test scores performances before and after the integration of the aforementioned intervention particularly on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). The data on tracer profile was presented through Simple Percentage. On finding the significant difference of the test scores performances of the multi-grade pupils results were treated through T-Test of mean difference.

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF MULTI-GRADE PUPILS IN READING

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	1	5
25-32	Very Good	7	30
17-24	Good	15	65
9-16	Fair	0	0
1-8	Poor	0	0
Total		23	100
Weighted Mean		23.91	Good

The table 1 above shows the pretest performances of the Multi-Grade pupils in Reading who were not yet experience the different strategies using the directed Reading Thinking Materials in the delivery of the most essential learning competencies in teaching Reading. Based the results, it was found out that the Weighted Mean Score which is coming from the scores of the 23 total number of respondents which is equal to 23.91 and it is set to be in a good level of performance. The abovementioned data in table 1 is brought about by the Multi-Grade learners while they are not yet experience the strategies that were being planned by the researcher in the delivery of the most essential learning competencies particularly in reading competencies.

Based on the result in table 1 which fucoses on the pre-reading performance of the multi-grade pupils before the integration of the Directed Reading Thinking Materials as identified one of the strategies in testing the reading performance of the Learners whether they are not independent or not. Based from the results shown, it was revealed that from the score ranging from 33-40 in the excellent level, there were 1 or 5 percent while in the 25-32 interval scores which is considered as very good level of performances. Furthermore, in the score ranging from 17-24 which is said to be in a good level performance, there were 15 respondents and considered to be the dominant number of students in testing the reading performances. From the fair and poor of performances which are ranging from the score of 9-16 and 1-8, none from these levels belong to this level of performance which resulted to the weighted mean of 23.91 percent which is considered as good level of performances. The result implied that most of the multi-grade pupils who took the pre- reading test are belong in the good level reading performances which means that the respondents have experiencing minor difficulties to an average level of challenges when it comes to reading performances. Those students who are belong to this level are those who are not experiencing the new strategies to be shared by the researcher in determining the performance of the multi-grade pupils in reading. The results further explain the multi-grade pupils that because

of the different learning experiencing on the learning strategies that introduce by the DepEd Central office help the learners to improve the reading skills or performances of the learners. But because today, the teachers have limited access to the learners in the delivery of the most learning competencies as well as giving 100 percent support on the learning of the learners in terms of reading assessment, the learners performance could not be done as expected by both learners, teachers, and school heads thus, results in table 1 have lesser number of learners in the very good and excellent level of performances. Moreover, to bridge the gap between the results of the learners to the expected performance level of the learners, the researcher needs new strategies to be adopted in order to improve the reading performance of the learners specially to those students are not yet improve and gained in the very good and excellent level.

TABLE 2
POSTTEST PERFORMANCE OF MULTI-GRADE PUPILS IN READING

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	11	48
25-32	Very Good	12	52
17-24	Good	0	0
9-16	Fair	0	0
1-8	Poor	0	0
Total		23	100
Weighted Mean		31.91	Very Good

The table 2 above shows the post-test performances of the Multi-Grade pupils in Reading who were already exposed on the chosen using the directed Reading Thinking Materials in the delivery of the most essential learning competencies in teaching Reading for the 3rd Grading period. Based the results, it was found out that the Weighted Mean which is coming from the scores of the 23 total number of respondents experienced the Directed Reading Thinking Materials. The weighted mean is equal to 31.91 and it is set to be in a very good level of performance. The abovementioned data in table 2 is brought about by the Multi-grade learners after they were exposed in the directed reading thinking materials introduce by the researcher in the delivery of the most essential learning competencies particularly in reading competencies.

Based on the result in table 2 which focuses on the post-reading performance of the multi-grade pupils after the integration of the Directed Reading Thinking Materials as identified one of the strategies in assessing the reading performance of the Learners whether the chosen strategies which is the directed reading thinking materials are effective to the performance of the learners. Based from the results shown, it was revealed that from the score ranging from 33-40 in the

excellent level, there were 11 or 48 percent while in the 25-32 interval scores which is considered as very good level of performances has an equivalent frequency of 12 total number of respondents or 52 percent out of the 23 total number of respondents who were exposed to the directed reading thinking materials. On the other hand, in the score ranging from 17-24 which is said to be in a good level performance, as well as to the fair and poor of performances which are ranging from the score of 9-16 and 1-8, none from these levels belong to this level of performance which resulted to the weighted mean of 31.91 percent which is considered as very good level of performances. Based from the table 2 results implied that most of the multi-grade pupils who took the posttest reading test are belong in the very good level reading performances which means that the respondents have experiencing positive results after embracing the new strategies in assessing their reading performances considering the results that it was improved from 23.91 to 31.91 percent from the 23 total number of respondents. The results further explain the multi-grade pupils really gained positive results and strengthen their reading and critical thinking skills which are one of the main reasons why they gained or increase their reading performances. One of the reasons why respondents have positive responses to the newly introduced strategy in assessing reading performance because learners could somehow experience stimulate thinking while they were reading the different reading passages which later they will be creating or making predictions about the different passages they are reading. the different learning experiencing on the learning strategies that introduce by the researcher particularly the DRTA help the learners to improve the reading skills or performances of the learners. Nowadays, since the teachers have limited access to the learners in the delivery of the most learning competencies as well as giving 100 percent support on the learning of the learners in terms of reading assessment, the DRTA could be of help because it will guide the learners to create predictions and it will encourage them to share their different ideas on the passages that they will be reading as well as sharing their thinking processes.. Moreover, the DRTA really filled the gap between the results of the learners to the expected performance level of the learners, considering the results that it was improve from good to very good level of performances.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF MULTIGRADE PUPILS

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Multigrade Pupils	23.91	31.91	1.624	0.467	Reject H ₀	Significant

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the multi-grade learners before and after the integration of the directed reading thinking materials in the delivery of the most essential learning competencies in teaching Reading for the multi-grade pupils. Based on the findings of the study , there was a positive result brought about by the Directed Reading Thinking Skills (DRTA) in the delivery of the learning competencies in reading considering that the pretest scores gained by the learners before the DRTA is just 23.91 compared to the scores gained by the multi-grade pupils after the integration of DRTA which is equal to 31.91 which resulted to the computed T value 1.624 which is greater than the critical t value of 0.467 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the multi-grade pupils before and after the integration of the Directed reading thinking materials in the delivery of the most essential learning competencies in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the learners.

The result of this study further explained that integrating the Directed Reading thinking materials in assessing the reading skills or performances of the learners could help them improved and enhance their skills in reading because they will be processing or they can already process on the different passages they will be reading and they could refine them if necessary specially to the words or phrases that could make them difficult to understand or comprehend.

IV. Conclusion

Based from the findings this study the integration of Directed Reading Thinking Materials is significantly effective in improving the reading skills or performance of the multi-grade learners. Furthermore DRTA, could be a bridge in filling up the gap in improving the teaching strategies of the teachers in the delivery of the most essential learning competencies.

V. Recommendations

1. The proposed intervention plan should be utilized by the Multi-grade Teachers so that they will be guided on how to teach the multi-grade learners in assess their reading skills.
2. The teachers in reading should integrate and practice the use of Directed Reading thinking materials based to the most essential competencies to monitor and validate the learners' reading performance.

3. The school head should conduct INSET which are related to the integration of Directed Reading Thinking Materials so that teachers will be guided on how to deliver or teach to the learners how to read sentences, passages based on the norms of DRTM.
4. The School Head should closely monitor the teacher's performance on the integration of DRTM in order to test the effectiveness of the strategies vis a vis to the reading performance of the multi-grade pupils.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the DRTM.

ACKNOWLEDGMENT

First and foremost, I want to thank and worship God, the Almighty, who has blessed me with numerous blessings, knowledge, and opportunities be able to pursue the graduate studies.

I take this opportunity to express my gratitude to the people who have been instruments in the successful completion of this thesis.

I wish to extend my special thanks to Dr. Bryant C. Acar, Dean of Graduate School, for his dedication and vast understanding in aiding the study's improvement.

I would like to express my deep and sincere gratitude to my research adviser Dr. Elvin H. Wenceslao for the encouragement, enthusiasm and guidance throughout this research and writing of this thesis. I can't say thank you enough for his tremendous help.

I would like to thank the rest of the thesis committee Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao for giving their assistance and recommendations toward the realization of this study.

I would like to express my gratitude to Matag-ob District Supervisor Dr. Evelyn R. Del Prado and Masaba II Elementary School Head Mr. Jimmy D. Montealto for allowing me to conduct my study at Masaba II Elementary School.

I wish to acknowledge the help provided by co-Teachers on imparting their ideas and assisting me during the conduct of my study.

I would also like to show my deep appreciation to the pupils and the parents in guiding their children in answering the Home-based learning materials.

Finally, I will forever be thankful to my family for their unfailing support and encouragement.

REFERENCES

- [1] DepEd Memo No 162 s. 2020. Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM)
- [2] [DepEd Order No. 07 s. 2020. Policy Guidelines on The Implementation Of Learning Delivery Modalities For The Formal Education
- [3] DepEd Order No. 31 s. 2020. Interem guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan
- [4] Dep.Ed. Order No. 40, s.2015 “Guidelines on K to 12 Partnerships.”

AUTHOR’S PROFILE**HANNA MAE B. SUICO**

The author is born on April 8, 1996, at Ormoc City, Leyte Philippines. She finished her Bachelor of Elementary Education at St. Peter’s College of Ormoc. She is currently finishing her master’s degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher III in Department of Education and Multigrade Teacher in Masaba II Elementary School, Matag-ob, Leyte, Philippines.