

Effectiveness Of Pull-Out Reading Approach To The Performance Of The Grade 5 Pupils In English

ROHEN T. CAPUYAN

Teacher II

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

rohen.capuyan001@deped.gov.ph

Abstract— This study aimed to determine the Effectiveness of Pull-out Reading Approach to the performance of the Grade pupils In English. The findings of the study served as a basis of a proposed Enhancement 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 Grade 5 learners before and after the integration of the Pull-out reading approach in the delivery of the most essential learning competencies in teaching Reading to the identified pupils. Based on the findings of the study, there was a positive result brought about by the Pull-out reading approach when it comes to the improvement of the reading performance of the Grade 5 pupils considering that in the pretest the respondents is already very good but comparing to the posttest performance of the respondents it is still lower in value having the posttest scores and based from the results given, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 5 pupils before and after the integration of the pull-out reading approach in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the Grade 5 learners. The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already turning to its normal implementation on the delivery of the different learning competencies during the teaching and learning processes thus, teachers really doing their best to improve the academic performances of the learners through improving their teaching skills so that learners may not find more difficulties in reading. implied that majority of the grade 5 pupils who took the post- reading test or assessment have are already in the excellent level of performance which mean that after the intervention was implemented to by the researcher to the conduct of the assessment on what level they are in after they already experiencing new learning styles in improving the reading skills specially to those learners who have difficulty in reading, some of them are already improved their reading skills and as a matter of fact, there was an increase of number of learners in the very good level reading performances which means that the respondents have gained or improved their skills in reading and able to comprehend and analyze more to the different passages that the teachers gave to them during the learning interaction that were last for

1 month or 4 weeks. The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already implementing full face to face thus, they can already ask questions if there are gray areas that needs to be clarified during the delivery of the different learning competencies during the teaching and learning processes. The teacher also is really doing his best to improve his teaching delivery in order to improve the academic performances of the learners through improving their teaching. Another argument that we need to consider is that, parents and siblings are also very supportive to the learners specially to those learners who have not really excelling in their reading performances thus need to have improvement in terms of their reading skills. Today, our teachers also have vast access on the different learning methods that could help them improve their teaching technique and impart those learnings to the learners in the delivery of the most learning competencies.

The result of this study further explained that integrating the pull-out reading approach in assessing the reading skills or performances of the learners could help to increase their mastery level in reading as well as their comprehension skills considering that they will be guided in a personal manner by the teacher and really find time to help them improve themselves not only in writing but also in analyzing things through the use of different passages or stories during the conduct of the activities. The intervention is said to be effective also and it helps enhance their skills in reading because they can already do the processing after every activity to be conducted.

Keywords — Effectiveness, Pull-out Reading Approach, Performance, English, Grade 5 Pupils

I. Introduction

Reading is a tough skill to learn by so many elementary learners. Basically, reading is the ability to look at and understand the meaning of written letters, symbols, or words. But reading as a skill means much more than that and it must be addressed industriously by us, teachers. We need to think about varied ways on how to strike the root-cause of this problem without disregarding their learning styles and capacity.

Republic Act No. 10533 or otherwise known as Enhanced Basic Education Act of 2013 was enacted where the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment through allowing every student or learner to receive the quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. With that, the Department of Education (DepEd) is continuously fulfilling its mandate ensures to make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills as stated in DepEd Memorandum No. 173, s. 2019.

Remembering the Researcher's elementary years, He can still recall how his grades one to three teachers diligently handled the hard work of letting us able to read and comprehend. He may

not be able to remember the techniques they used lucidly but he was pretty sure that it was effective to him, and their full-time presence inside the classroom contributed a lot.

When he became a teacher, he has fully understood the pressure that his former elementary teachers felt whenever there was a reading evaluation to happen in school. He has realized that improving the reading skill is necessary for so many reasons. First, reading skill is the initial step to literacy. It brings the decoded words into action and reach comprehension level. Second, reading is the first step of attaining education. The absence of reading skill in our life may not directly affect us since we still can learn a lot of things through listening but reading provides us with an experience which cannot be gained in real life. He also believes that reading and writing frame and complete one another. You can fully write when you can fully read. Third and last, a good reading skill helps you think and act faster in exams, tests, and in real life situations as well.

In the latest news posted by Rappler Philippines, study found out that 9 in 10 Filipino children aged 10 struggle to read simple text. Unlocking reading skill must start at the child's early age. For him, phonemic awareness is very much important the very moment that the child is enrolled in kindergarten. Grades one to three teachers should focus on unlocking and raising the level of reading skill of each one of his pupils with the use of varied reading techniques and materials.

In his firsthand experience in school, he has discovered so many problems relating to reading. Based on records, there are still Grade 5 pupils who are not yet fluent in reading English words, some are able to read English words but cannot give its meaning, and there are some who are not even able to read English words. For him the main factor that affect reading fluency is the lack of Appropriate Reading Approach considering diversity and learning styles from the teacher to his pupils and the time allotted in teaching reading is limited due to the fact that teachers in elementary are in full load.

Based on the records gathered by the researcher, those are the reasons why the researcher is trying to pursue his study on finding strategies that could enhance the reading level of the Grade 2 learners. Hence, this study was conducted to evaluate whether the Synchronous Learning Approach has a positive effect to the performance of the Grade 1 pupils in Mathematics.

This study was conducted to determine The Effectiveness Of the Pull-out reading approach TO THE performance of the Grade 5 Pupils in English in Sabang Bao Elementary School in the Division of Ormoc City. The findings of the study were the bases for the proposed enhancement Plan.

Specifically, the study sought to answer the following questions:

1. What is the pretest reading performance of the Grade 5 pupils before the integration of Pull-out reading Approach for the 2nd Grading period?
2. What is the posttest reading performance of the Grade 5 pupils before the integration of Pull-out reading Approach for the 2nd Grading period?
3. Is there a significant difference between the pretest and posttest performances of the Grade 5 pupils in reading before and after the integration of Pull-out reading Approach for the 2nd Grading period?
4. What enhancement plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and posttest performances of the Grade 5 pupils in reading before and after the integration of Pull-out reading Approach for the 1st Grading period.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effect of the pull-out reading approach to the Performance of the Grade 5 pupils in Sabang Bao Elementary School based from the different most essential learning competencies in 2nd grading period delivered in English subject. The main local of the study is the Sabang Bao Elementary School which is located under the Ormoc City District 7 in the Schools Division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 5 learners prior to the inclusion of the Pull-out reading Approach in the delivery of the most essential learning competencies and after the aforesaid intervention were done. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest reading and posttest Reading performances of the Grade 5 pupils, the different steps to conduct the reading approaches were undertaken in order to validate their performances before and after the implementation of the Intervention in reading performances of the respondents. This study is mainly focus on the results of the different reading validation to gather data: The pretest reading performance of the Grade 5 pupils before the implementation of the Pull-out Reading Approach, The Posttest reading performance of the Grade 5 pupils after the implementation of the Pull-out Reading Approach, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Pull-out Reading Approach in the delivery of the most essential learning competencies in teaching Reading for the 2nd Grading Period. In the Quasi- experimental research design, the researcher prepared the different reading materials. The focus of this study was the Struggling readers as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest

to the identified respondents in order to gather necessary data that will be significant in the study; The proposed enhancement was taken based on the findings of the study.

Sampling. There are 30 who are included in the study. 15 respondents of the study were Males and 15 were Females and the primary means of reach is face to face implementation of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different reading materials based from the Philippine Informal Reading Inventory to be utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in English subject from the Self Learning Modules that were focused on the different competencies in the 2nd grading period. The 40 items test questions were used before the pull-out reading approach were given to the pupils. After one month of the intervention, posttest reading performances was given to the grade 5 pupils with the same test questionnaire that were given in the pre-test reading assessment. . Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the reading materials which were utilized in teaching reading, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the Grade 5 learners in Reading. T-Test For Mean Difference- This tool were used to calculate the performance of the Grade 5 learners in Reading.

III. Results and Discussion

Table 1
Pre-Test Reading Performance Of The Grade 5 Pupils

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	2	7
25-32	Very Good	19	63
17-24	Good	9	30
9-16	Fair	0	0
0-8	Poor	0	0
Total		30	100
Weighted Mean		27.5	Very Good

The table 1 above shows the pretest performances of the Grade 5 pupils in Reading before the identified respondents will not be enjoying learning the topics or different learning competencies in the delivery of the desired skills to be improved using the pull-out reading approach. In other words those learners who were not yet experience the identified strategy in the delivery of the most essential learning competencies in teaching Reading is only dependent on the type of strategy that they have learned from the past or from the things that they have learned from their peers, parents and all other people that will help them learning.

Based on the result in table 1 which fucoses on the pre-reading performance of the Grade 5 pupils before the pull-out reading approach will be integrated to identify whether the approach is effective or not. Based from the results shown in table 1 (Pretest Reading performance of the Grade 5 pupils), it was revealed that from the score ranging from 33-40 in the excellent level, there were 2 or 7 percent from the 30 total number of identified respondents who took the examination while in the score which ranging from 25-32 and having the interval of 7 which is considered as very good level of performances, there were 19 total number of respondents of the Grade 5 learners or 63 percent out of the over all total number of respondents which are equal to 30 respondents who took the examination. Furthermore, in the score ranging from 17-24 which is said to be in a good level performance, there were 9 Grade 5 learners or respondents and considered to be the second to the highest number of learners in testing the reading performances through the use of pull-out reading approach. While in the fair and poor level of performances having the score ranging from 9-16 and the scores ranging from 1-8, none from these levels belong to this level of performances. Based from the results given in table 1, it can be gleaned that it resulted to the weighted mean of 27.5 percent which is considered as very good level of performances.

The result in table 2 having the overall weighted mean of 27.5 percent implied that majority of the grade 5 pupils who took the pre-reading test are already in the very good level which mean that prior to the conduct of the assessment on what level they are in before they will be experiencing new learning styles in improving the reading skills specially to those learners who have difficulty in reading some of them are belonging to the very good level reading performances which means that the respondents have gained enough skills in reading and able to comprehend and analyze the passages that the teachers gave to them during the learning interaction. On the other hands, those grade 5 learners who are belong to good level of performance are those learners who are not always expose to the learning strategies introduced by th teacher during the limited face to face and also the parents are not really having all the time giving feedback regarding their Childs' performance as well as they are not really experiencing the new strategies shared by the researcher in determining the performance of the Grade 5 learners in reading.

The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already turning to its normal implementation on the delivery of the different learning competencies during the teaching and learning processes thus, teachers really doing their best to improve the academic performances of the learners through improving their teaching skills so that learner s may not find more difficulties in reading. Another argument that we need to consider is that, parents and siblings are also very supportive to the learners specially to those learners who have not really excelling in their reading performances, thus need to have improvement in terms of their reading skills. Today, our teachers also teachers have vast access on the different learning methods that could help them improve their teaching technique and impart those learnings to the learners in the delivery of the most learning competencies.

Table 2
Post Test Reading Performance Of Grade 5 Pupils

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	11	37
25-32	Very Good	19	63
17-24	Good	0	0
9-16	Fair	0	0
0-8	Poor	0	0
Total		30	100
Weighted Mean		32.07	Very Good

The table 2 above shows the posttest performances of the Grade 5 pupils in Reading after the identified respondents which are the Grade 5 pupils are already enjoying learning the topics based on the different learning competencies in the delivery of the desired skills that is being improved using the pull-out reading approach. Based from the results, those learners who were already experiencing the identified strategy in the delivery of the most essential learning

competencies in teaching Reading is already independent to learn the different reading skills based on the type of strategy that they have learned from the time that they have learned things or improved their reading skills which started from their teacher who was introducing the technique in order to improve their reading skills. This learning also was made possible because of their classmates as well as their parents or guardian who are always there to support them along the way. Indeed collaboration is the sole key to see progress on the performance of the learners particularly in reading.

Based on the result in table 1 which focuses on the post-reading performance of the Grade 5 pupils after they have already experiencing the pull-out reading approach and already integrated to identify whether the approach is still effective or still help to improve the learning performance or reading skills of the grade 5 pupils which happen to be the respondents of the study. Based from the results shown in table 2 (Posttest Reading performance of the Grade 5 pupils), it was revealed that from the score ranging from 33-40 in the excellent level, there were 11 or 37 percent from the 30 total number of identified respondents who took the examination while in the score which ranging from 25-32 and having the interval of 7 which is considered as very good level of performances, there were 19 total number of respondents of the Grade 5 learners or 63 percent out of the overall total number of respondents which are equal to 30 respondents who took the examination. Furthermore, in the score ranging from 17-24 which is said to be in a good level performance, there were none from the Grade 5 learners or respondents in testing the reading performances through the use of pull-out reading approach. While in the fair and poor level of performances having the score ranging from 9-16 and the scores ranging from 1-8, none from these levels belong to this level of performances. Based from the results given in table 1, it can be gleaned that it resulted to the weighted mean of 32.07 percent which is considered still to be as very good level of performances.

The result in table 2 having the overall weighted mean of 32.07 percent which was based from the outcomes or assessment given by the researcher to the identified respondents implied that majority of the grade 5 pupils who took the post-reading test or assessment have already in the excellent level of performance which mean that after the intervention was implemented to by the researcher to the conduct of the assessment on what level they are in after they already experiencing new learning styles in improving the reading skills specially to those learners who have difficulty in reading, some of them are already improved their reading skills and as a matter of fact, there was an increase of number of learners in the very good level reading performances which means that the respondents have gained or improved their skills in reading and able to comprehend and analyze more to the different passages that the teachers gave to them during the learning interaction that were last for 1 month or 4 weeks. The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already implementing full face to face thus, they can already ask questions if there are gray areas that needs to be clarified during the delivery of the different learning competencies during the teaching and learning processes. The teacher also really doing

his best to improve his teaching delivery in order to improve the academic performances of the learners through improving their teaching.

Table 3
Test Of Difference Between the Scores in The Pre-Test and Post-Test Of Grade 5 Students In Reading Performance

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	27.50	2.114	1.993	Reject Ho	Significant
	Post	34.07				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the Grade 5 learners before and after the integration of the Pull-out reading approach in the delivery of the most essential learning competencies in teaching Reading to the identified pupils. Based on the findings of the study , there was a positive result brought about by the Pull-out reading approach when it comes to the improvement of the reading performance of the Grade 5 pupils considering that in the pretest the respondents is producing 27.50 though it is already very good but comparing to the posttest performance of the respondents it is still lower in value having the posttest scores is equal to 34.07 and which resulted to the computed T value of 2.114 which is greater than the critical t value of 1.0993 and based from the results given, the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 5 pupils before and after the integration of the pull-out reading approach in reading is rejected which means that the intervention is significantly effective in improving the reading performance of the Grade 5 learners. The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already turning to its normal implementation on the delivery of the different learning competencies during the teaching and learning processes thus, teachers really doing their best to improve the academic performances of the learners through improving their teaching skills so that learner s may not find more difficulties in reading. implied that majority of the grade 5 pupils who took the post- reading test or assessment have are already in the excellent level of performance which mean that after the intervention was implemented to by the researcher to the conduct of the assessment on what level they are in after they already experiencing new learning styles in improving the reading skills specially to those learners who have difficulty in reading, some of them are already improved their reading skills and as a matter of fact, there was an increase of number of learners in the very good level reading performances which means that the respondents have gained or improved their skills in reading and able to comprehend and analyze more to the different passages that the teachers gave to them during the learning interaction that were last for 1 month or 4 weeks. The results further explain that the grade 5 pupils have experiencing great impact on the type of learning experiences from the school considering that the school is already implementing full face to face thus, they can already ask questions if there are

gray areas that needs to be clarified during the delivery of the different learning competencies during the teaching and learning processes. The teacher also really doing his best to improve his teaching delivery in order to improve the academic performances of the learners through improving their teaching. Another argument that we need to consider is that, parents and siblings are also very supportive to the learners specially to those learners who have not really excelling in their reading performances thus need to have improvement in terms of their reading skills. Today, our teachers also teachers have vast access on the different learning methods that could help them improve their teaching technique and impart those learnings to the learners in the delivery of the most learning competencies.

The result of this study further explained that integrating the pull-out reading approach in assessing the reading skills or performances of the learners could help to increase their mastery level in reading as well as their comprehension skills considering that they will be guided in a personal manner by the teacher and really find time to help them improve themselves not only in writing but also in analyzing things through the use of different passages or stories during the conduct of the activities. The intervention is said to be effective also and it helps enhance their skills in reading because they can already do the processing after every activity to be conducted.

IV. Conclusion

Based on the findings this study the integration of Pull-out reading approach is significantly effective in increasing or enhancing the reading skills or performance of the grade 5 learners in particularly on the analysis and comprehension of the different passages or stories given by the teacher. Furthermore Pull-out reading approach could also one way of giving another solution to fill in the low percentage of the learners in reading and improving the teaching strategies of the teachers in the delivery of the most essential learning competencies.

V. Recommendations

1. The proposed enhancement plan should be utilized by the Grade 5 and other intermediate Teachers so that they will be guided on how to properly implement the plan or approach as well as to know how to address the gap on reading difficulties of the pupils specially the Grade 5 pupils.
2. The teachers should religiously identify who are those learners that experiencing difficulty in reading as well as comprehending passages so that the intervention could be properly be integrated and practice based on the need of the learners during the delivery of the most essential competencies.

3. The school head should conduct INSET or LAC Session to all the teachers not only in reading but also to other major subjects so that teachers will be guided on how to deliver or teach to the learners how to read sentences, passages based on the different procedures or guidelines set in conducting the intervention.
4. The School Head should closely monitor the teacher's performance on the integration of the Intervention and give technical assistance if it's necessary in order to test the effectiveness of the strategies vis a vis to the reading performance.
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.

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AUTHOR’S PROFILE



ROHEN T. CAPUYAN

The author was born in 1992 on the 22nd day of July. He was raised by his parents in Ormoc City, Leyte, Philippines particularly at a small and remote barangay called Sabang Bao. He completed and attained his college degree at Visayas State University (Main Campus), Visca, Baybay, Leyte with the degree Bachelor of Elementary Education in 2014. Took up and passed the Licensure Examination for Teachers on the same year. Driven by his passion in teaching, he accepted the call to be a substitute teacher for six months before he got his permanent teaching post in July 2016. Inspired to achieve professional growth, he continued learning and took up his Master’s Degree of Arts in Education major in Management and Supervision at Western Leyte College of Ormoc City. He is now on his seventh year in the Department of Education and is currently teaching Grade 5 pupils at Sabang Bao Elementary School.