

Effectiveness Of Graphics Organizers to The Reading Comprehension Of The Grade 6 Pupils In English

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Abstract — This study is conducted to determine the effectiveness of Graphic Organizers to the Reading Comprehension of the Grade 6 Pupils in English in Palarao Elementary School in the Division of Leyte. The findings of the study will be the bases for Reading Intervention Plan. This study utilized Quasi-Experimental research design to determine the Effectiveness of graphic organizers to the test of difference between the scores in the pre-test and posttest reading performances of the grade 6 learners who is the respondents of the study.

The test of difference between the scores in the pre-test and posttest reading performances of the grade 6 learners who are the respondents of the study. In this table, it reveals how the respondents responded the pre and post reading validation before and after the integration of the Graphic organizers through the use of the different reading materials utilized by the teacher-researcher in teaching the learners how to improve their reading skills specially in improving their comprehension skills. The integration of the intervention was lasted for 4 weeks in the implementation or to exact 1 month in the reading implementation. Based on the findings of the study on the integration of the intervention there were positive result or significant impact brought about by the graphic organizers particularly to the comprehension skills of the learners considering that there was an increase of performance rating in reading after the teacher researcher was delivered for 4 weeks the different learning competencies in reading. Based from the results, it was revealed that the pretest scores gained by the grade 6 learners before they exposed to the graphic organizers in teaching reading and validating their reading and comprehension skills which is much lower compared to the scores gained by the Grade 6 learners after they have received the intervention which was resulted to the performance which specifically the computed T value and found out be greater than the computed T value. These results on the computed T and the critical T value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 6 pupils before and after the integration of Graphic Organizers in the delivery of the most essential learning competencies in reading is rejected.

The results in table 3 implied that integrating the Graphic Organizers in the delivery of the learning competencies and teaching reading is significantly effective in improving the comprehension skills as well as reading skills of the Grade 6 pupils. Integrating the new reading strategies in teaching the readers specially to those learning readers who are really struggling in reading are really significantly important for them because they will be guided on what to do in order to improve their reading skills. This further explains that when the time learners received the intervention they have already gained the confidence to read and comprehend the articles that they have read and somehow they already love to interact with their classmates considering that they already gained knowledge and skills in reading.

Keywords — Effectiveness, Graphic organizers, Grade 6 Pupils

I. Introduction

Reading is a very important aspect to all the pupils since it helps them to understand and participate in their class. It is one way of determining that my pupils have learned and was able to analyze the topics presented since information are presented through text.

Reading is a critical ability that impacts students' performance across all other core academic subject areas. Many adolescents are not prepared for the reading-to-learn demands inherent in secondary school curricula and become vulnerable to poor academic outcomes that include repeating a grade, dropping out and expulsion (Finn & Zimmer, 2012, Reschly, 2010).

Teaching reading among pupils now adays, indeed becomes harder. And the result of Oral Reading Tests is a proof that pupils struggle in their learning process particularly in reading. The poor reading comprehension of pupils results to poor academic performance on their different core learning areas and subjects.

Improving reading performance is a great challenge especially to the Grade 6 pupils and teachers of Palarao Elementary School. Teachers who are handling this stage are not anymore really focusing in teaching reading since it is being taught in their primary level. Thus, as a teacher it is vital to know how to use the Graphical Organizers in Teaching the pupils how to read and understand those written texts that are being introduce to them. It is very important to teachers to know how to use this kind of method in teaching the learners how to read for them to help those who are struggling in reading and for them to improve and develop their reading skills in a fast and concise way and that they can comprehend well on what they read.

Developing strong reading comprehension skills is essential for a productive academic, professional, and personal life. In the current academic world of high stakes testing, the need for secondary students to be able to navigate through content area materials is critical. In the 2012 IRA position paper on Adolescent Literacy, the IRA states that “the 21st century has brought with it a tremendous evolution on how adolescents engage with text. As adolescents prepare to become

productive citizens, they must be able to comprehend and construct information using print and non-print materials in fixed and virtual platforms across various disciplines.” (pg. 2, 2012).

In Palarao Elementary School, many pupils were having poor reading skills and comprehension and are at Frustration Level. While, few of them were considered non-readers. Therefore, I choose this kind of study for me to be able to assist and lessen the Frustration Level of the learners especially to zero-out non-readers in our school by using the Graphical Organizers in Teaching them how to Read. And for me to identify its effectiveness on Pupils’ Reading Comprehension.

As a Grade VI teacher it is very challenging for me to teach my learners especially that we are handling diverse learners in class with different attitude, behavior and level of understanding. In my daily basis based on the reading level of my learners I have found out that there are still some of them who are struggling in reading and even considered as a non-reader.

As an educator it is very alarming for us to know that there are still some pupils who cannot recognize texts. As a way of helping them, I am presenting this study by Using Graphical Organizers in teaching of reading and its effects on Pupils comprehension.

This study evaluated the effectiveness of Graphics Organizers to the Reading Comprehension of the Grade 6 Pupils in English in Palarao Elementary School in the Division of Leyte. The findings of the study were the bases for Reading Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the performance of the Grade 6 pupils before the integration of Graphics Organizers in teaching English subject?
2. What is the performance of the Grade 6 pupils after the integration of Graphics Organizers in teaching English subject?
3. Is there a significant difference in the pretest and posttest performances of the Grade 6 pupils using the Graphics Organizers in teaching English subject?
4. What improved graphic organizers can be proposed based on the findings of the study?

Null Hypothesis:

HO: there a significant difference in the pretest and posttest performance before and after integration of Graphics Organizers in teaching English subject.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effect of the Graphic organizers to the reading Performance of the Grade 6 pupils in Palarao Elementary School based from the different most essential learning competencies in 4th grading period delivered in English subject. The main local of the study is the Palarao Elementary School which is located Schools Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 6 learners prior to the inclusion of the Graphic organizer 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 6 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 6 pupils before the implementation of the graphic organizers, , The Posttest reading performance of the Grade 6 pupils after the implementation of the Graphic Organizers, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Graphic Organizers in the delivery of the most essential learning competencies in teaching Reading for the 4th 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 26 who are included in the study. 26 respondents of the study were 11 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 4th 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 6 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 PERFORMANCE OF GRADE 6 PUPILS IN READING COMPREHENSION

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	0	17-20
13-16	Very Good	0	13-16
9-12	Good	16	9-12
5-8	Fair	10	5-8
1-4	Poor	0	1-4
Total		26	Total
Weighted Mean		8.81	Good

The table 1 above shows the pretest performances of the Grade 6 pupils in Reading particularly on the reading comprehension of the Grade 6 pupils. As term applies, reading comprehension is one of the most important gauge in order to identify the learners whether she or he is literate based on the different learning competencies specially to the major subjects that the learners could take into considerations. These results was based from the test performances based from the test questionnaires given by the researcher to the identified learners before the identified respondents will be experiencing the different learning materials in the graphic organizers. The test validations made by the teacher-researcher to the Grade 6 learners who are the main respondents of the study are based from the different learning competencies in English which focus on the reading comprehension of the learners that focus on the fourth grading period. This actions taken by the researcher shall be used for the bases of identifying the level of reading performance of the learners in terms of their literacy level.

Based on the results, it was shown in table 1 that the grade 6 pupils have already gained good level of performance. Based on the results given, the excellent level of performances gained by the grade 6 learners with the scores ranging from 17-20. Based from the result given in table 1, it was found out that among the twenty six total number respondents who were identified as the respondents and considered to be the one who will be accepting the new strategy in the delivery of the different learning competencies which focuses on the reading comprehension skills of the leaners who took the pretest assessment conducted by the teachers, it was found out that none from the Grade 6 learners belong to this level of performance meaning zero (0) percent have reported based from the results shown in the table. In other words, the reading performance of the grade 6 learners are just based from the things that they have learners from the type of strategy/ies that the teachers shared to them in indemnifying the different reading comprehension as well as to the literacy performance of the Grade 6 learners. On the other hand, in the score ranging from 13-16

which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were still none of the respondents gained in this type of reading comprehension level during the pre-evaluation of their reading comprehension or reading performance prior to the integration of the graphic organizers in teaching the skills in reading to the Grade 6 pupils. This further discuss that there were none from this level of reading performance or 0 percent from the respondents. In the good level of performance which has a score ranging from 9-12, in this level of performance when the learners belong to this level of performance, they are considered an average learners in terms of their reading performances which means that either there are tendencies that they could still room for them to improve or to go down in terms of their reading performance. In this level of reading comprehension, it was found out that majority of the learners from the 26 total number of respondents, there were 16 total number of respondents who took the pre-assessment given by the teacher or 62 percent .

This results was showcase without giving yet the chosen the graphic organizer as intervention which will be used whether it is be helpful in improving the reading performance of the Grade 6 pupils. In the Fair level of performance which composed of set of scores ranging from 5-8, there were also 10 total of respondents which has said to be the second to the highest in terms on the number of respondents in a particular level of performance. It has an equivalent percentage of 38 percent out of the 100 percent or 26 total number of respondents who are subject to the validation of performance. While on the last level of performance which is the poor level of performance having the scores ranging from 1-4, it was shown that none from 26 learners gained in this level of reading performance or 0 percent.

The result in table 1 as shown with the different reading performances gained by the Grade 6 learners in terms of their different reading comprehension level implied that most of the performances of the Grade 6 respondents is in the good level of performance which resulted to a weighted mean of 8.81 or in a good level of performance. It is said to be that the performance of the learners is quite accepted in terms of their reading comprehension or performance even though the identified Grade 6 learners are not yet exposed to the identified intervention which is the Graphic Organizers in teaching reading to validate the reading performance of the learners. The results are already quit good maybe because the grade 6 learners are already exposed to the different learning strategies that could help them to learn specially that the delivery of the different learning competencies was already done in the face to face bases. Another reasons of the good performance gained by them is because this learners also are already given the chance to learn due to some of the interaction they have experience from their peers as well as to the teachers. Another reasons is that there are parents who were assisting their leaners in learning or improving the comprehension skills.

TABLE 2
POST-TEST PERFORMANCE OF GRADE 6 PUPILS IN READING
COMPREHENSION

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	13	17-20
13-16	Very Good	9	13-16
9-12	Good	4	9-12
5-8	Fair	0	5-8
1-4	Poor	0	1-4
Total		26	Total
Weighted Mean		16.08	Very Good

The table 2 above shows the posttest performances of the Grade 6 pupils in Reading particularly on the reading comprehension of the Grade 6 pupils after they have already gained or exposed the identified the reading intervention which is the Graphic Organizers which entails to help the learners specially to those who are struggling in reading. Reading comprehension is one of the most important gauge in order to identify the learners whether she or he is literate based on the different learning competencies specially to the major subjects that the learners could take into considerations. These results was based from the posttest performances from the Assessment (Test questionnaires) given by the researcher to the identified learners after the identified respondents were experiencing the different learning materials in the graphic organizers. The test validations made by the teacher-researcher to the Grade 6 learners who are the main respondents of the study are based from the different learning competencies in English which focus on the reading comprehension of the learners that focus on the fourth grading period.

Based on the results, it was shown in table 2 of the grade 6 pupils have already gained very good level of performance in terms of reading comprehension. Based on the results given, the excellent level of performances gained by the grade 6 learners with the scores ranging from 17-20 is said to be dominant which means that majority of the grade 6 learners have already . Based from the result given, it was found out that among the twenty six total number respondents who were identified as the respondents and who were already exposed on the new strategy in the delivery of the different learning competencies in reading particularly on the comprehension skills, it was found out that majority of the respondents or the Grade 6 learners are belong to this level of performance meaning which means that there were 13 total number of learners in to this highest performance rating as shown in the table or it has an equivalent percentage of 50 percent. In other words, the the grade 6 learners are most probably have the love to the new strategy shared to the learners and their learning are not based only to the things that they have gained based on their

own understanding. On the other hand, in the score ranging from 13-16 which is said to be in a very good level performance and considered to be the 2nd to the highest performance, there were 9 belong to this level or 35 percent among the total respondents gained in the validation of the reading comprehension level during the post evaluation of their reading performance after the integration of the graphic organizers in teaching the skills in reading to the Grade 6 pupils.

This further discuss that in the good level of performance, there were 4 from this level of reading performance or 15 percent from the total number of respondents being tested. In the good level of performance which has a score ranging from 9-12, in this level of performance when the learners belong to this level of performance, they are considered an average learners in terms of their reading comprehension which means that either there are tendencies the respondents have the tendency to improve their reading comprehension depending on the type of motivation that the learners have while they are learning. In this level of reading comprehension, it was found out that minority of the learners from the 26 total number of respondents, there were 4 total number of respondents who took the post-assessment given by the teacher or 62 percent. This results was showcase without giving yet the chosen the graphic organizer as intervention which will be used whether it is be helpful in improving the reading performance of the Grade 6 pupils. In the Fair level of performance which composed of set of scores ranging from 5-8, there were none from the respondents belong in this area. While on the last level of performance which is the poor level of performance having the scores ranging from 1-4, it was shown that none from 26 learners gained in this level of reading performance or 0 percent which is the same in the fair level of performance in terms of reading comprehension.

The result in table 2 as shown with the different reading performances gained by the Grade 6 learners in terms of their different reading comprehension level implied that most of the performances of the Grade 6 respondents is in the good level of performance which resulted to a weighted mean of 16.08 or in a very good level of performance. Based from the results, there was an increased from the pre-reading validation to the post reading validation before and after the integration of the graphic organizers in teaching reading to improve the reading skills of the learners. The results are already quite very good and one of the reasons of the very good results is that the learners are really gaining knowledge because the grade 6 learners are already embracing intervention help them to learn specially that the delivery of the different learning competencies was already done in the face to face bases. The learners also improving their comprehension skills because the learners and teachers are already connecting with each other thus, there is connection, in other words if they find some concerns they can easily ask and creates learning along the way.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 6 PUPILS IN READING COMPREHENSION

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 6 Pupils Experimental	Pre	8.81	1.221	0.632	Reject Ho	Significant
	Post	16.08				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest reading performances of the grade 6 learners who are the respondents of the study. In this table, it reveals how the respondents responded the pre and post reading validation before and after the integration of the Graphic organizers through the use of the different reading materials utilized by the teacher-researcher in teaching the learners how to improve their reading skills specially in improving their comprehension skills. The integration of the intervention was lasted for 4 weeks in the implementation or to exact 1 month in the reading implementation. Based on the findings of the study on the integration of the intervention there were positive result or significant impact brought about by the graphic organizers particularly to the comprehension skills of the learners considering that there was an increase of performance rating in reading after the teacher researcher was delivered for 4 weeks the different learning competencies in reading.

Based from the results, it was revealed that the pretest scores gained by the grade 6 learners before they exposed to the graphic organizers in teaching reading and validating their reading and comprehension skills is equal to 8.81 which is much lower compared to the scores gained by the Grade 6 learners after they have received the intervention which is equal to 16.08 which was resulted to the performance which specifically the computed T value which is equal to 1.221 and found out be greater than the computed t value of 0.632. These results on the computed t and the critical t value makes the results significant and the hypothesis which states that there is no significant difference between the pretest and posttest reading performance of the grade 6 pupils before and after the integration of Graphic Organizers in the delivery of the most essential learning competencies in reading is rejected.

The results in table 3 implied that integrating the Graphic Organizers in the delivery of the learning competencies and teaching reading is significantly effective in improving the comprehension skills as well as reading skills of the Grade 6 pupils. Integrating the new reading strategies in teaching the readers specially to those learning readers who are really struggling in reading are really significantly important for them because they will be guided on what to do in order to improve their reading skills. This further explains that when the time learners received the intervention they have already gained the confidence to read and comprehend the articles that they

have read and somehow they are already love to interact with their classmates considering that they already gained knowledge and skills in reading.

IV. Conclusion

Based from the findings this study, the integration of the Graphic Organizers in teaching the different learning competencies specially in teaching how to improve the reading comprehension as well as reading skills really helps improve the reading performance of the learners as well as helps the struggling readers to become independent readers. Furthermore, using the graphic organizers in helps the teacher to lighten her job in delivering the lessons because the learners now specially to those who are struggling before are now motivated to learn thus, igniting their potentials in learning is really visible. Moreover, there are already interactions between the teacher and the learners that could be resulted to gain more knowledge and creates avenue in learning.

V. Recommendations

1. The proposed intervention plan should be utilized by the teachers and integrate it in delivering the different learning competencies in English which could help the struggling learners to become more independent as they continue to learn and step up to the new stage of learning opportunities to another grade level.
2. The teachers should always give the chance to each of the learners and create avenue specially in improving the literacy performance of the learners to become independent readers. Moreover, giving the learners the chance to be more independent could create changes for a lifetime to our learners and also could create motivation to other teachers to do the same and make difference to the lives of the learners.
3. The school head should conduct School-based LAC Session which focuses on the improvement of the learners in literacy and continue to validate the different reading strategies conducted by the teachers towards their respective learners as well as conducting observation while the learners are learning inside the classroom as they will be interacting the teachers while learning.
4. Monitor and validate the teachers if the intervention was integrated to the different lessons and see to it if the graphic organizers really serves its purpose to improve the reading and comprehension skills of the learners specially to those learners who are struggling to learn the subjects which find to be difficult to learn.
5. The School Head should closely monitor the teacher's performance on the integration of graphic organizers to validate the effectiveness of the intervention.

6. 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 graphic organizers.

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AUTHOR’S PROFILE



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