# Effectiveness Of Differentiated Instruction to The Reading Performance of The Three Clustered Grade I- Pupils

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*Abstract* — This study aimed to determine the Effectiveness of Differentiated Instruction to the Reading performance of the Three Clustered Grade pupils. The findings of the study served as a basis of a proposed Action 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 1 learners before and after the integration of the Differentiated Instruction in determining the reading performances in the delivery of the most essential learning competencies in teaching Reading to the identified clustered Grade 1 pupils. The test of difference between the scores in the pretest and posttest scores performances of the Grade 1 pupils before and after the integration of Differentiated Reading Instruction (DRI) to the Literacy Skills Performance of the grade I pupils. The results in table 3 is based on the learning gained by the Grade 1 learners from the time they evaluated based from the learnings they have gained after pupils exposed to Differentiated Reading Instruction (DRI). Based on the results in table 3, it shows that the Grade 1 learners performances in reading particularly on the pretest performance, it has an equivalent score of 9.19 which is very low compared to the post test performance after the integration of Differentiated Reading Instruction to the literacy skills of the Grade 1 pupils having the score of 14.50.

These results provide the computation on the computed t value which is equal to .943 and it was said to be higher than the critical t value having the score of .328. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance before and after integration of Differentiated Reading Instruction (DRI) to the literacy skills of Grade 1 pupils is rejected. Based from the results in table 3, it implied that there was really a positive impact or the intervention has provided significant effect to the performance of the Grade 1 learners from the results in the scores in the pretest and posttest, considering also that the

computed t value is higher than the critical T value which further explains on why the intervention showing significance.

## I. Introduction

Differentiated Instruction as a philosophy of teaching is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles. It sees the learning experience as social and collaborative. However, teachers find difficulties in teaching diverse learners with different intellectual capacities especially in heterogeneous groupings of pupils. As an educator, it is important to go along with the learners and learn how to keep them engaged in the lesson being taught. One way of doing this is to learn students learning preferences and craft activities that would cater those preferences ( Tolimson (2009).

Every learner is capable and deserving of good education and learning experiences. It is a fact that not all of them engage in learning the same way. These children have unique ability to learn and develop their intellect and skills. It is important that their differences are acknowledged and valued in order to build a good relationship with them that would make them feel at ease while they are in school, thus increasing their motivation and interest in learning. In addition, children who feel welcomed and valued in a friendly learning environment can gain the confidence and necessary skills required to succeed.

Teacher's one distinct responsibility is to offer learners various forms of learning opportunities that will help them learn and grow in the classroom. For a successful teaching-learning to happen, teachers also need to identify learner's strengths and weakness, likes and dislikes, fears and desires. This way, teachers can strategize learning plan suitable for each learner. Knowing that student's academic levels and interests may vary drastically, it is a problem many teachers face since students can continue to struggle with concepts that are too far out of their reach or become bored with learning the concepts that are easy or not challenging.

Teaching reading involves much more than expert knowledge; an effective teacher must teach in such a way as to engage the students' interest, challenge them, and spark their imagination. To meet these pedagogical challenges, teachers must have an awareness of the diverse abilities and backgrounds of students, including those with learning and behavior problems. With the increasing demands of our learners to attain quality teaching, in line with the K to 12 program and the goal of making every child should be a reader (DepEd Order No. 18 s. 2017).

The real challenge as I have experienced being a grade one teacher is making sure that every learner's needs are catered and their capabilities being considered in the delivery of the lesson. The fact that they are diverse and they learn in different level and with different style calls a great challenge for me. I have tried a lot of methods and approaches in teaching especially in developing the literacy skills of the learners. During literacy instruction, a variety of resources can be used to ensure they are receiving sufficient instruction.

Differentiated instruction is one strategy that I have utilized in teaching literacy to my grade one learners. With this approach, learners are being exposed to various learning activities in groups, with peers, and individually. Activities are based upon pupil's readiness and level of understanding. It is a bit complex and demanding to us teachers but I think that it is also the solution to our problem in fulfilling the needs of each student and accommodating diverse range of learners.

In this study, the researcher aims to find whether differentiated instruction has a significant effect to improving the literacy skills of the grade one pupils in Honan Elementary School. Given the situation of having 48% of the class as struggling learners, the researcher engaged them into this method. The researcher focus on differentiated instruction by creating differentiated learning activities, resulting in different products catered to the students' learning intelligences. The researcher explored if there were any difference in motivation and engagement between a classroom with differentiated learning activities and a classroom without differentiated options.

This study aimed to determine the Effectiveness of the Differentiated Reading Instruction (DRI) to the Literacy Skills Performance of the grade I pupils in Honan Elementary School, in the division of Leyte. The findings of the study served as basis of a proposed reading action plan.

Specifically, this study sought to answer the following questions.

1. What is the reading performance of the three clustered grade I pupils before the integration of the Differentiated Instruction?

2. What is the reading performance of the three clustered grade I pupils after the integration of the Differentiated Instruction?

3. Is there a significant difference on the reading performances of the three clustered Grade I pupils before and after the integration of the Differentiated Instruction?

4. What action plan in Reading can be proposed based on the findings of the study?

Statement of Null Hypotheses

There is no significant difference on the reading performance of the Grade I pupils before and after the integration of the Differentiated Reading Instruction.

## II. Methodology

*Design.* This study utilized the Quasi-Experimental research design to determine the Effect of the Differentiated Instruction  to the Reading Performance of the Clustered Grade 1 pupils in Honan Elementary School  in the Division of Leyte based from the different  most essential learning competencies in 4th  grading period  delivered in English subject which purely focused on reading. The main local of the study is the clustered grade 1 pupils in Honan  Elementary School which is located under the Isabel District in the Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 1 learners which was being clustered based on their level of reading performance prior to the inclusion on the team to be integrated in the delivery of the different learning competencies integrating the Differentiated instruction 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 1 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 1 pupils before the implementation of the Differentiated Instruction in identifying the reading performance of the clustered respondents, The Posttest reading performance of the Grade 1 pupils after the implementation of the Differentiated Instruction, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Differentiated Instruction 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 on the average level of reading performance 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 Plan was taken based on the findings of the study.

*Sampling*. There are 15 who are included in the study. The respondents or the grade 1 pupils were being clustered based on the reading performance such as the Sloe readers having 9 Grade 1 learners, average level having 5 learners and to the fast reading performance is 6 grade 1 learners 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 4$^{th}$ grading period. The 20 items test questions were used before the Differentiated Instruction were given to the Clustered Grade 1 pupils. After one month of the intervention, posttest reading performances was given to the grade 1 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 Action 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 1 learners in Reading. T-Test For Mean Difference- This tool were used to calculate the performance of the Grade 1 learners in Reading.

## III. Results and Discussion

### TABLE 1
### PRE-TEST READING PERFORMANCE OF THE GRADE 1 PUPILS

| Score Range | Description | Experimental Group | |
|---|---|---|---|
| | | Frequency | % |
| 17-20 | Excellent | 0 | 17-20 |
| 13-16 | Very Good | 0 | 13-16 |
| 9-12 | Good | 10 | 9-12 |
| 5-8 | Fair | 8 | 5-8 |
| 1-4 | Poor | 0 | 1-4 |
| Total | | 18 | Total |
| Weighted Mean | | 9.17 | Good |

Table 1 shows the pre-test performance of Grade 1 Pupils in reading. The learners will be given pre-test without applying the differentiated instruction. Reading improves a child's vocabulary and Language skills. One of the significant impact based on study that differentiated instructions creates impact not only on the numeracy but also on the literacy performance of the pupils because it gives learners the idea on how to properly learn the topics or lessons based on the different learning competencies. In this study it will cater the reading literacy of the learners and how they will convey their learning through the differentiated instruction.

Based on the results in table 1, the Grade 1 learners shows their gained performance before they were experienced the differentiated instruction with the different learning strategies as the teacher-researcher delivered the different learning competencies in the fourth grading period in Mathematics. Based from the results, it shows that the score ranging from 17-20 which is the highest class interval presented and has a description of Excellent performance level meaning the highest level of performance where the teacher are expected her learners will be reached on this level of skills performance. Its shows that in this level of performance there are none of the respondent gained In this level of performance, meaning it has 0 percent or none respondents out of 18 Grade 1 learners who took the pre-test assessment prior to the integration of the intervention which means that the performance in reading that they have gained nothing in terms of reading performance using the strategy that the teachers learned in the delivery of the lessons. In the level of very good or the second highest class interval with score ranging to 13-16, no one from the Grade 1 learners got in this level or 0 percent or respondents. Meaning in this level of performance, all identified learners have not yet gained a very good performance from the different learning competencies in reading during the fourth grading period. On the other hand, for the good level of performance which considered to be on the average level of performance or having at the middle level of performances. In this level of performance having the scores ranging to 9-12, there were

10 learners or respondents which is considered as the Grade 1 learners out of 18 Grade 1 learners or 56 percent of the learners belong to this level. In the fair level of performance having considered as 70-79 percent if it will be compared to the grading system of the learners based on the norms of DepEd. In this level of performance, it has a score ranging to 5-8 there were 8 respondents or 44% of the Grade 1 learners achieved this level and considered to be the second to the highest level of performance. Lastly, in the poor level of performance there were none from the respondents belong to this level which is zero (0) percent of the number of the respondents. In this lowest performance level, there scores are ranging from 1-4.

The results in table 1 which primarily focused on the pretest performance of the Grade 1 pupils in Reading before integrating the differentiated instructions in the delivery of the different learning competencies in the fourth grading period. The pretest results implied that the Grade 1 learners have a good background in reading that they can really read simple words suited to their level. But based on the pretest there were learners belong to fair level which needs attention and focus in order to improve their reading skills. In order to help those learners with scores from 5-8 will undergo exposure on differentiated instruction to address their needs in reading. Furthermore, the learners really need to experience the different strategy that could make them more motivated in learning or literacy level which means in order to let them increase their reading performance, the teacher should have created a new learning opportunities for them to ignite their learning or reading performance.

**TABLE 2**
**POST TEST READING PERFORMANCE OF GRADE 1 PUPILS**

| Score Range | Description | Experimental Group | |
| --- | --- | --- | --- |
| | | **Frequency** | **%** |
| 17-20 | Excellent | 5 | 17-20 |
| 13-16 | Very Good | 8 | 13-16 |
| 9-12 | Good | 5 | 9-12 |
| 5-8 | Fair | 0 | 5-8 |
| 1-4 | Poor | 0 | 1-4 |
| Total | | 18 | Total |
| **Weighted Mean** | | **14.50** | **Very Good** |

Table 2 shows the posttest performance of Grade 1 learners about the level of learnings they have gained after giving differentiated instructions by the teacher.

The integration of differentiated instructions showed that learners were improved. Teachers applied learning from Early Language, Literacy and Numeracy (ELLN) specifically the differentiated instruction. Learners were guided using differentiated instruction.

Based from the results in Table 2 which focuses on the posttest performance gained by the Grade 1 pupils, it shows that the score ranging from 17-20 which is the highest class interval among the the 5 class intervals presented and has a description of Excellent Performance level meaning the highest level of performance where the teacher expected her learners will be reached on this level of skills performance. It reveals that that in this level of performance out of 18 pupils there were 5 pupils or 28% got this level which is excellent. In the second highest level, there were 8 pupils out of 18 or 44% got the score of 13-16 which means very good. This reveals that in this level of performance learners were improved with the differentiated instruction given by the teacher. For score ranging from 9-12, there were 5 pupils out of 18 or 28% got the level of good, same number of learners with the highest level or excellent level, while score ranging from 5-8 and 1-4 score or fair and poor with zero percent out of 18 pupils who took the assessment conducted by teacher.

The results in table 2 primarily focused on the posttest performances of the Grade 1 pupils as chosen respondents of the study after integrating differentiated instructions which addressed the need of the learners. This implied that the Grade 1 learners have really gained very nice performances after using differentiated instructions during the 1 month or 4 weeks' implementation of the said intervention.

The results were improved because the performance from pretest is lower that the posttest result having the overall weighted mean of 14.50 compared to 9.17. This means that learners after using the differentiated instructions were improved because activities given to them suited to their level. The results showcased by the respondents based from the posttest assessment is a great manifestation that the intervention is significantly effective from the learners' performance.

Differentiated instruction is a big help for teachers and learners since it customized teaching to suit multiple forms of intelligence, utilized a variety of personalized learning methods and student's assessments. It can improve the learning outcomes of pupils, when instruction is differentiated, pupils can find ways to engage with the content and grow in their learning.

**TABLE 3**
**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 1 PUPILS IN READING PERFORMANCE**

| Groups | Test Scores | | Computed T | Critical T | Decision | Interpretation |
|---|---|---|---|---|---|---|
| **Grade 1 Pupils Experimental** | Pre Post | 9.19 14.50 | 0.943 | 0.328 | Reject Ho | **Grade 1 Pupils Experimental** |

Table 3 shows the test of difference between the scores in the pretest and posttest scores performances of the Grade 1 pupils before and after the integration of Differentiated Reading Instruction (DRI) to the Literacy Skills Performance of the grade I pupils. The results in table 3 is based on the learning gained by the Grade 1 learners from the time they evaluated based from the learnings they have gained after pupils exposed to Differentiated Reading Instruction (DRI).

Based on the results in table 3, it shows that the Grade 1 learners performances in reading particularly on the pretest performance, it has an equivalent score of 9.19 which is very low compared to the post test performance after the integration of Differentiated Reading Instruction to the literacy skills of the Grade 1 pupils having the score of 14.50. These results provide the computation on the computed t value which is equal to .943 and it was said to be higher than the critical t value having the score of .328. So the hypothesis which states that there is no significant difference between the pretest and posttest scores performance before and after integration of Differentiated Reading Instruction (DRI) to the literacy skills of Grade 1 pupils is rejected.

Based from the results in table 3, it implied that there was really a positive impact or the intervention has provided significant effect to the performance of the Grade 1 learners from the results in the scores in the pretest and posttest, considering also that the computed t value is higher than the critical T value which further explains on why the intervention showing significance.

## IV. Conclusion

The data revealed that the integration of Differentiated reading instruction to Grade 1 learners is significantly effective. It can be concluded that there is a significant difference between the pretest and post test scores of Grade 1 learners based on their performances in literacy skills. Thus, the integration of Differentiated reading instruction should be utilized in teaching and learning process.

## V. Recommendations

1. The proposed action plan should be used to improve the performance of learners and to help teachers improve their teaching process towards reading and literacy skills.

2. School Head should include in their procurement plan regarding the purchase of materials for crafting differentiated reading materials.

3. School Head should strengthen the implementation of Differentiated reading instruction through the Early Language, Literacy and Numeracy Program.

4. Based from the results of the study, learners and teachers should continue to apply and use differentiated instruction to improve and maintain the performance of the learners in reading and literacy skills.

5.  Strengthen the conduct of LAC Sessions to give feedback and share thoughts and ideas to improve materials focused on Differentiated instruction particularly in reading and literacy skills.

6.  In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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## AUTHOR'S PROFILE



### LORREMAE ROJO ARPON

The author is born on October 27, 1990 at Ormoc Maternity Hospital, Ormoc, City, Leyte Philippines. She finished her Bachelor's degree in Elementary Education at Visayas State University- Isabel. During her elementary, high school, and college years, she was the classroom President, SSG President, and CSSC Secretary. She really enjoyed leading and supervising people even in the church where she attended. This was the reason why she took up administration and supervision as her field of specialization for her master's degree. Presently, she is completing 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 and a Grade One teacher in Honan Elementary School in Isabel II District of the Division of Leyte. She is the School Paper Adviser, SIP Coordinator and Librarian of the school. She believes that accepting big responsibilities in school is an initial step in leading and supervising the organization.