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Effectiveness Of Cooperative Reading Intervention and Buddy System (Cribs) To Reading Performance of the Grade 10 Learners In English

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Abstract — This study aimed to determine the Effectiveness of cooperative reading intervention and buddy system (CRIBS) to the reading performance of the Grade 10 learners in English. 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 post-test scores of the Grade 10 learners in English subject which focus on the different topics which falls only in the first grading period which lasted for 4 weeks in the implementation before and after the integration of Cooperative Reading Intervention and Buddy System (CRIBS). This table also shows the computed t value, critical t value the decision based on the comparison between the two statistical solutions as well as interpretation of data. Based on the results in table 3, it was revealed that the pretest performance of the grade 10 learners which is lower than the posttest scores. The aforementioned results of the pretest and posttest performances resulted to the computed t value which is higher than the critical t value and so the hypothesis is rejected based on the significance level.

The results in table 3 implied that the result in the pretest and the posttest performance of the learners are statistically significant which means that the improvement or increased on the performances of the learners from before to after the exposure of the intervention is significantly effective because the improvement is really observable among the learners especially to those learners who are belong to the poor and fair level of performance that were improve and fall to the good to excellent level of performance. The fact that the null hypothesis was rejected indicates that the interventions, instructional techniques, and other variables used during the research period significantly affected the test results of the students. The post-test results show a significant and real improvement over the pre-test result.

Keywords — Effectiveness Cooperative Reading Intervention and Buddy System Performance Grade 10 Learners

I. Introduction

Reading is a labor process that gives meaning from a print. For us to become a reader, it requires effort and practice according to Wolf (2008). To become an active reader we must be motivated in reading and appreciate the pleasure of reading. We must give what the child interest for them to be motivated. It should be viewed as a social act that can be shared to others. The child must enjoy what they are reading and have a purpose for it.

A teaching strategy called collaborative reading intervention has students work in small groups to develop their reading abilities. It can be a useful tool for improving reading fluency, comprehension, and general literacy. Collaborative reading treatments encourage student social connection by enabling them to participate in discussions, exchange ideas, and learn from one another.

Peer assistance is available in the classroom, and it can help students, especially those who are struggling readers, feel more confident and motivated. Collaborative groups can be set up to include students of different reading levels, allowing for individualized and focused help for each participant. Reading assignments that require group participation can make the learning process more pleasurable and dynamic and boost students' interest in the subject matter.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. When a learner understand what she/he reads, generally she/he is motivated to continue reading that could make them more comfortable in learning the subject as well as creating different learning opportunities to themselves as well as to their peers that could make them a more independent learner as they traverse to the different learning stages in junior high school. As a teacher for Junior High School, there are lots of factors that could hinder them to learn the different learning competencies to be delivered by the teachers to the learners. Some of them are the Internal factors such as peers and friends, teachers and even the surroundings that could contributed to the high or low of their learning performance.

A strategy used in education to help students who are having difficulty with their reading skills is called collaborative reading intervention. Students participate in cooperative group projects to strengthen their reading skills. Peer tutoring, cooperative learning exercises, or small group reading sessions are some of the many formats for this intervention. Collaborative reading intervention encourages a sense of community and collaboration in the classroom by allowing students to learn from and assist one another. Group-based interventions enable teachers to adapt lessons to each student's individual requirements, giving focused assistance where it is most required.

The learning process can be made more interesting and engaging for learners by working together on reading exercises, which can increase engagement. As students interact with their friends to accomplish shared objectives, collaborative reading can improve their communication, teamwork, and empathy skills.

In the buddy system, pupils are teamed together and usually one more able-bodied student (the buddy) helps another who needs assistance (the partner). This method is frequently employed in a variety of subjects and pursuits, including reading. Through the buddy system, kids can receive support from their peers, fostering a safe space where they can express questions and look for assistance. Students who struggle with reading may feel more at ease asking a peer for assistance than a teacher, which can boost their self-assurance and encourage them to take risks when learning. The buddy system can help students develop positive connections by encouraging a feeling of accountability and compassion for one another's educational journeys.

The researcher chose this problem because literacy is one of the biggest problems that our school is facing today. This is after two years hiatus of face-to-face classes. During the conduct of pre-test of annual PHIL-IRI assessment, we found out that 70% of grade 10 populations belong to frustration level in comprehension, these students also committed many miscues in pronouncing words in the given selection and the reading speed is not quite suitable to their grade level.

It can be difficult for teachers to handle groups of students with different reading levels effectively because they must strike a balance between the demands of struggling readers and proficient readers. Collaborative reading intervention implementation may call for more time and resources, such as teacher training and availability to appropriate materials. In a group context, it might be challenging to give one-on-one support for all struggling readers.

Buddies may need instruction on how to help their partners in an effective manner, and teachers must supervise interactions to make sure they are constructive and fruitful. In some situations, it's possible that pals and partners don't have the same abilities or personalities, which could reduce the effectiveness of the intervention.

These premise really help the researcher to be more motivated in finding ways and means to make them more comfortable and independent as to the implementation of the intervention. The result of the study will be the basis for a proposed intervention plan.

This study evaluated the implementation of Project CRIBS (Cooperative Reading Intervention and Buddy System) to the Proficiency Performance of the Grade 10 Learners in Muertegui National School in the division of Leyte. The findings of the study were be the bases for an Action Plan.

Specifically, it sought to answer the following questions:

1. What is the reading performance of the Grade 10 learners before the implementation of the Project Cooperative Reading Intervention and Buddy System (CRIBS)?

2. What is the reading performance of the Grade 10 learners after the implementation of the Project CRIBS (Cooperative Reading Intervention and Buddy System)?

3. Is there a significant difference in the proficiency reading performance of Grade 10 learners before the implementation of the Project CRIBS (Cooperative Reading Intervention and Buddy System)?

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

Null Hypothesis:

HO: There is no significant difference in the reading performance of the Grade 10 learners before and after the implementation of the Cooperative Reading Intervention and Buddy System (CRIBS).

II. Methodology

Design. This study used the quasi-experimental method of research to evaluate the Implementation of Cooperative Reading Intervention and Buddy System (CRIBS) to the reading performance of the Grade 10 learners in English in Muertegui National School in San Isidro District in the Division of Leyte based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in the Muertegui National High School which is located under the in the Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 10 learners which was identified based on their test performances prior to the integration of Cooperative Reading Intervention and Buddy System (CRIBS) in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest and posttest test performances of the Grade 10 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Cooperative Reading Intervention and Buddy System (CRIBS)of the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 8 learners before the implementation of the Cooperative Reading Intervention and Buddy System (CRIBS) in identifying the performance of the respondents, The Posttest scores performance of the Grade 10 learners after the implementation of the Cooperative Reading Intervention and Buddy System (CRIBS), as well

as the significant difference of the pretest and posttest performances before and after the implementation of the Cooperative Reading Intervention and Buddy System (CRIBS)in the delivery of the most essential learning competencies in teaching English for the first Grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Cooperative Reading Intervention and Buddy System (CRIBS). The focus of this study was the Grade 10 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of 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 Enhancement Plan was taken based on the findings of the study.

Sampling. There are 10 who are included in the study. The respondents or the grade 10 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct 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 learning materials embedding the Cooperative Reading Intervention and Buddy System (CRIBS) based from the PHIL-IRI. . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) of San Isidro District for his awareness.

The researcher conducted the pretest before the integration of the Cooperative Reading Intervention and Buddy System (CRIBS) in teaching English. After conducting the pretest, the researcher now integrating the Cooperative Reading Intervention and Buddy System (CRIBS) to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Cooperative Reading Intervention and Buddy System (CRIBS) to the lesson, the posttest was conducted to validate the learning of the Grade 8 students.

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. 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 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 reading performance of the Grade 10 learners.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the reading performance of the Grade 10 learners.

III.   Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF THE GRADE 10 LEARNER

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	12	23
9-12	Good	28	52
5-8	Fair	10	19
1-4	Poor	3	6
Total		53	100
Weighted Mean		**10.21**	**Good**

Table 1 presents the pre-test performance of Grade 10 learners in English before the integration of the Cooperative Reading Intervention and Buddy System to be used in the delivery of the most essential learning competencies in English for the first Grading period. In giving topics specially to this type of learners where you can now create big idea due to the fact that this learners can meet your expectation as you go along with the different topics being delivered but we cannot deny the fact that due to some factors experience by the learners for the past years they encounter different approaches in teaching and learning that could lead them to either improve or lessen their way of learning and how they will comprehend to the different lessons being given to them.

Based from the results on table 1 that was composed of 53 total number of respondents who will be validated through the use of special chosen intervention that is intended for them which is the Cooperative Reading Intervention and Buddy System . it was revealed that among the 53 total number of learners that were being tested and validated there was zero respondent or it has an equivalent percentage of 0 percent who are considered excellent level of performances having scores ranging from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 12 total number of respondents or 23 percent out of the 53 total number of respondents being tested and validated from the lessons that they have gained and learned from their teachers who thought them with the different learning competencies. In the good level of performance in having the scores ranging from 9-12 and found out to be the most dominated level of performances having 28 respondents or it has a 52 percent out of the 53 total number of respondents validated. In the fair level of performance with the scores ranging from 5-8 it was revealed that that out of the 53 total number of respondents being validated and tested in the English subject, it was found out that there were 10 respondents belong to this level which has an equivalent percentage of 19 percent. Lastly, on the poor level of performance, having the scores

ranging from 1-4, it was found out that there are still 3 respondents who are belong to this level which completes the different level of reading performances.

Based from the results given in table 1 implied that the results connotes that there was a diverse set of scores being portrayed by the learners which almost all of the level of performance filled with different percentage of learners. In the scores also discuss further that there are still lots of rooms to make their performance be improved specially in the whole context of reading. Moreover, it could be implied further that since the learners are distributed to the different level of performances, there should be lots of enriching activities that could give help them improve specially to those learners who are in the fair and poor level of performance with special intervention and proper guidance in their learning technique and the teachers' teaching method. Furthermore, integrating enrichment program and some independent tasks to be given to the learners could give them specially to those learners who are in the poor and fair level to go to the higher level of performance.

Table 2
POST TESTPERFORMANCE OF GRADE 10 LEARNERS

Score Range	Description	POST TEST	
		Frequency	**%**
17-20	Excellent	16	30
13-16	Very Good	29	55
9-12	Good	8	15
5-8	Fair	1	0
1-4	Poor	0	0
Total		53	100
Weighted Mean		**14.81**	**Very Good**

Table 2 presents the posttest performance of Grade 10 learners in English after the integration of the Cooperative Reading Intervention and Buddy System to be used in the delivery of the most essential learning competencies in English for the first Grading period which was categorized according to the level of performances with corresponding scores each of the level of performances. Table 2 really provides a clear view of how the intervention changes the landscape of showing the different performances gained by the grade 10 learners that was falling the different categories which was represented by different value of percentages as well numbers of respondents belong to each of the level.

Based from the results on table 2 that was composed of 53 total number of respondents who were validated through the use of special chosen intervention that is intended for them which is the Cooperative Reading Intervention and Buddy System . it was revealed that among the 53 total number of learners that were being tested and validated, there were 16 respondents or it has an equivalent percentage of 30 percent in the excellent level of performances having scores ranging from 17-20. On the other hand, in the very good level of performance having scores ranging to 13-16, there were 29 total number of respondents or 55 percent out of the 53 total number of respondents being tested and validated from the lessons that they have gained and learned from their teachers who thought them with the different learning competencies which considered and the most dominant level of performance among all the category of performances being given. In the good level of performance in having the scores ranging from 9-12 and found out to be the most dominated level of performances having 8 respondents or it has a 15 percent out of the 53 total number of respondents validated. In the fair level of performance with the scores ranging from 5-8 it was revealed that that out of the 53 total number of respondents being validated and tested in the English subject, it was found out that there was none for the respondent belong to this level which has an equivalent percentage of 0 percent which is the same performance in the poor level of performance . having the scores ranging from 1-4 out of the 53 total number of respondents validated and tested.

Based from the results given in table 1 implied that the results in the posttest is far better compared to the results in the pretest performance of the Grade 10 learners considering that majority of the learners really improve their performance from good to very good or more than, meaning the scores are really increasing on the majority of the learners compared in the pretest. Furthermore, the integration of the Cooperative Reading Intervention and Buddy System (CRIBS) to validate the reading performance of the Grade 10 learners have substantial improvement after the employing the identified intervention thus, the continued utilization of the intervention during the delivery of the most essential learning competencies must be continued and utilized to other grading level or even other classes. Moreover, there was a great manifestation that when the learners gained great performance it can really improve their self-esteem and boost their morale and motivated to do more in their respective task as learner.

Table 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 10 LEARNERS

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 10 Learners	Pre Post	10.21 14.81	1.821	1.396	Reject H$_o$	Significant

Table 3 shows the test of difference between the scores in the pre-test and post-test scores of the Grade 10 learners in English subject which focus on the different topics which falls only in the first grading period which lasted for 4 weeks in the implementation before and after the integration of Cooperative Reading Intervention and Buddy System (CRIBS). This table also shows the computed t value, critical t value the decision based on the comparison between the two statistical solutions as well as interpretation of data. Based on the results in table 3, it was revealed that the pretest performance of the grade 10 learners is 10.21 which is lower than the posttest scores which is equal to 14.81. The aforementioned results of the pretest and posttest performances resulted to the computed t value of 1.821 which is higher than the critical t value of 1.396 and so the hypothesis is rejected based on the significance level.

The results in table 3 implied that the result in the pretest and the posttest performance of the learners are statistically significant which means that the improvement or increased on the performances of the learners from before to after the exposure of the intervention is significantly effective because the improvement is really observable among the learners especially to those learners who are belong to the poor and fair level of performance that were improve and fall to the good to excellent level of performance. The fact that the null hypothesis was rejected indicates that the interventions, instructional techniques, and other variables used during the research period significantly affected the test results of the students. The post-test results show a significant and real improvement over the pre-test results.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 10 leaners in English before and after the integration of cooperative reading intervention and buddy system. The fact that the null hypothesis was rejected indicates that the interventions, instructional techniques, and other variables used during the research period significantly affected the test results of the students. The post-test results show a significant and real improvement over the pre-test results. Moreover, the pretest and the posttest performance of the learners are statistically significant which means that the improvement or increased on the performances of the learners from before to after the exposure of the intervention is significantly effective because the improvement is really observable among the

learners especially to those learners who are belong to the poor and fair level of performance that were improve and fall to the good to excellent level of performance.

V. Recommendations

1. The proposed enhancement plan made by the researcher should be given value by utilizing it to the different level of learning is such as way that it could be replicated and have a good purpose.

2. When there are times that teachers really find difficulties in teaching the learners especially to those learners who have difficulty in understanding or comprehending the text, they should not stop finding better solution or intervention to help those learners to become an independent learners because by then, they can also help other learners who also need their utmost help.

3. Master Teachers should develop instructional materials that could augment the needs of those teachers who are in need of their expertise as well as need their proper technical assistance on what to do when difficult times hit them.

4. School Heads should encourage teachers to attend different trainings online or in person that will help grow and improve their craft which is to teach the learners.

5. School Heads should create activity that could help the teachers improve their career as a teacher who have the ability to teach and learn new things to help also their learners become an independent learners.

6. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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AUTHOR'S PROFILE

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The author was born on October 1, 1993 in San Isidro, Leyte, Philippines. He received his bachelor's degree in Secondary Education with a major in English from Visayas State University-Villaba. Back in college, he was a campus journalist who finally rose to the position of associate editor in the university publication. Without realizing it, his experiences managing a group of writers led him to choose administration and supervision as his major for his master's degree. He

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He is currently employed as a Teacher III in the Department of Education, teaching English 9 and 10 at Muertegui National High School in Daja Diot, San Isidro, Leyte, Philippines. His ancillaries include the Adopt-A-School Program, Brigada Eskwela, and School Publication, in addition to his core position as a classroom teacher. He believes that supervising the youth is critical since they are the future of this country.