

Effectiveness of the Project Reading in Everyday Living (REL) in Improving the Reading Performance of Grade 5 Pupils

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Abstract—Reading is a lifelong skill for academic learning and success in school. As early as kindergarten, children are taught with the pre-requisite skills which will help in the reading performance of the pupils. Teachers must be effective in teaching reading skills for this will be the essential skills in learning other areas. They must also create and produce learning resources and activities which will engage pupils. The Project Reading in Everyday Living (REL) is one of the interventions formulated by the researcher to address the pressing problems in literacy and to address the learning gaps of pupils. Thus, this study was formulated to evaluate the effectiveness of the intervention in improving the reading performance of the Grade 5 pupils. A quasi-experimental research design utilizing researcher-made reading passages with comprehension questions were used as tools in assessing the pre-test and post-test reading performance of the pupils. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the reading performance of Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL) in teaching English reading. The researcher-made reading passages, stories and activities written in small books which focus on the skills to be developed for the grade as embodied in the Project Reading in Everyday Living (REL) and the expertise and mastery of the teacher in the delivery of the lesson and the willingness of the pupils to learn to read contribute to the attainment of the goals of this study. Thus, provision of intervention to the pupils where they are engaging in performing the activities as what the Project REL is advocating at is effective in improving the reading performance of the pupils.

Keywords — *Effectiveness, Project Reading in Everyday Living (REL), Reading Performance, Grade 5 Pupils*

I. Introduction

After more than two years of implementation of distance learning, frustration reading levels had increased among the pupils in all schools in the country. With this scenario, the schools had

proposed varied and differentiated reading interventions to help the pupils in reading. In fact, the Department of Education launched the National Learning Camp to overcome the learning losses of selected pupils in every school. Some of the schools had organized reading and numeracy tutorials to help the pupils achieve the required reading levels for the grade.

DepEd Ormoc City Division has been particular in making every learner a reader. All the schools had initiated in formulating reading innovative projects to join the department in the quest for learning recovery among pupils. One of the innovative projects that the researcher had formulated is the Project REL which stands for Reading in Everyday Living. This project has formulated differentiated and varied reading materials to help the Grade 5 pupils in achieving the required reading level for the grade. For the researcher believes that reading is how one discovers new things and how one develops a positive self-image. The ability to read is a vital skill in being able to function today. Reading is important because it helps to expand the mind and develops the imagination.

A person who knows how to read can educate himself/herself in any area of life he/she sees fit. People who do not read or are poor readers often have low opinions of themselves and their capabilities. They mostly feel isolated and behavior problems surface. As people live in an age abundant with information, reading is the only way to become informed.

A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of text.

There can be several reasons for a child to have problems with reading. In many cases, reading problems result from the eyes being unable to scan easily and effortlessly along a line of print, which is vital to be able to read. Other poor readers are unable to recall what they have read, and this is frequently diagnosed as being a short-term memory problem.

In the reading evaluation conducted by the teachers and school heads before the end of the school year, it was found out that there are a greater number of pupils who are identified frustration readers. Upon analyzing the root cause/s of the reading problems it was found out that lack of understanding on the passages read due to lack of vocabulary, unattended to reading sessions, unwanted utilization of gadgets and attractive issues in social media like games, tiktok and others, lack of reading habits and poor attendance.

To address the existing problems in the reading performance of the Grade 5 pupils, the researcher initiated the crafting of innovative project. The Project Reding in Everyday Living

(REL) has come up into being as a means of addressing the present reading scenario in every school.

In the implementation of the project, the researcher formulated interactive reading materials which are made of small books. Each small book is a story with pictures and questions. Pupils must identify the difficult words found in the story and try to locate the meaning of the words in the glossary provided in the small book. After the story are comprehension questions which can be answered by the pupils based on the story read. The pupils also will write a paragraph on how the story touched their lives or how they love the story. The books have levels from beginning to exceptional. The stories also vary from easy to difficult. Once the pupil can finish and achieve a perfect score in the comprehension questions, he/she must proceed to the next level. With this, the pupils will be motivated to read and their love for reading will be developed. A reward will also be provided to the pupils after they have accomplished their tasks. The small books can be borrowed or brought by the pupils at home or anywhere they go.

Through the implementation of Project REL, the researcher is hopeful that problems in reading among pupils will be addressed and reading habits will be developed. Thus, it is in this premise that the researcher is eager to evaluate the effectiveness of the project. A proposed improvement plan will be formulated based on the result of the study.

It is in the rationale that the researcher who is currently a grade 5 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of the Project Reading in Everyday Living (REL) in improving the reading performance of Grade 5 pupils of Ormoc City Central School, Ormoc District 1, Ormoc City Division for School Year 2023-2024. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the reading performance of the Grade 5 pupils before the implementation of Project Reading in Everyday Living (REL)?
2. What is the reading performance of the Grade 5 pupils after the implementation of Project Reading in Everyday Living (REL)?
3. Is there a significant difference in the reading performance of the Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL)?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of Project Reading in Everyday Living (REL) in improving the reading performance of Grade 5 pupils for School Year 2023-2024. Ormoc City Central School, Ormoc District 1, Ormoc City Division is the main locale of the study. The 20 Grade 5 pupils enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. Reading assessment tool used to evaluate the reading performance of Grade 5 pupils. The reading passages is parallel to the tools in the Philippine Informal Reading Inventory (Phil-IRI) including the interpretation in identifying the reading levels of the pupils. The reading passages or stories have comprehension questions. A total of 30-item reading test will be crafted and competencies for quarter 1 in the Most Essential Learning Competencies (MELCs) for Grade 5 were the basis in the formulations of the questions. Moreover, the researcher prepared lesson plans for teaching reading. The utilization of interactive short stories and activities written in small books crafted in the implementation of Project Reading in Everyday Living (REL) were the instructional materials during the delivery of the lessons in reading. The researcher also produced interactive short stories and activities which focus on the skills to be developed for the grade. These materials were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the pupils in the classroom. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of Project Reading in Everyday Living (REL) in improving the reading performance of Grade 5 pupils through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 20 Grade 5 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The implementation of Project Reading in Everyday Living (REL) in improving the reading performance of Grade 5 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the reading performance of the Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL) utilizing the interactive short stories and activities written in small books. **t-Test of Mean Difference** was used to determine the significant difference in the reading performances of the Grade 5 pupils.

III. Results and Discussion

Table 1
Pre-Test Reading Performance of Grade 5 Pupils

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	0	3
19-24	Very Good	0	14
13-18	Good	0	3
7-12	Fair	14	30
1-6	Poor	11	50
Total		20	100
Weighted Mean		6.40	Poor

Table 1 presents the pre-test reading performance of Grade 5 pupils before the implementation of Project Reading in Everyday Living (REL). It was revealed on the table that among the 20 Grade 5 pupils tested, 14 or 30% got a score of 7-12 which is fair and 11 or 50% got a score of 106 which is poor. Moreover, it was also shown on the table that the performance of the Grade 5 pupils before the implementation of Project Reading in Everyday Living (REL) has a weighted mean of 6.40 which is poor. This result shows that the reading performance of Grade 5 pupils at the start of the school year is poor. Knowing that they are already in grade 5 means that

they have difficulty in word recognition and comprehension. This implies that these pupils need intervention activities and materials which will help them improve their reading performance. Reading teachers must go back to review the pre-requisite skills to refresh their knowledge. They must provide additional learning materials and activities which are contextualized and suited to their reading levels. According to Anderson, (2018), a child's reading ability can be affected by many factors including background knowledge, ability, home environment, school experiences and interest level. However, poor reading performance is most directly linked to a child's success with five early literacy skills--phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. By understanding and nurturing these five fundamental skills, parents and teachers can better encourage successful reading performance. Cimmiyotti, (2013) narrated that school systems are often challenged to meet the needs of pupils who are not performing at grade level expectations and provide support services to help those pupils to close the achievement gap. One program is the implementation of Project Reading in Everyday Living (REL). This is a classroom-based reading intervention to solve the problems or issues in literacy which the pupils are struggling at.

Table 2
Post-Test Reading Performance of Grade 5 Pupils

Score Range	Description	PRETEST	
		Frequency	%
25-30	Excellent	8	40
19-24	Very Good	12	60
13-18	Good	0	0
7-12	Fair	0	0
1-6	Poor	0	0
Total		20	100
Weighted Mean		25.25	Excellent

Table 2 presents the post-test reading performance of the Grade 5 pupils after the implementation of Project Reading in Everyday Living (REL) in teaching English reading. It was revealed on the table that among the 20 Grade 5 pupils tested after the implementation of Project Reading in Everyday Living (REL) in teaching English reading, 8 or 40% got a score of 25-30 which is excellent and 12 or 60% got a score of 19-24 which is very good. It was also shown on the table that the post-test reading performance of Grade 5 pupils after the implementation of Project Reading in Everyday Living (REL) in teaching English reading got a weighted mean of 25.25 which is interpreted as excellent. This means that the activities and learning materials provided as part of the implementation of Project Reading in Everyday Living (REL) are effective showing that the reading performance is excellent. This implies that interactive short stories and

activities which focus on the skills to be developed for the grade are effective learning resource to improve the reading performance of the pupils. Tutor, Baker & Gersten (2015) conducted a study that evaluated the effects of providing reading interventions to English learners who were at risk for experiencing academic difficulties, including pupils with learning disabilities. Findings suggested significant moderate-to-large effects in reading or listening comprehension. In addition, Combalicer (2017), found the intervention program he investigated effective in improving reading comprehension and academic performance after its implementation. Further, Abeberese, Kumler, and Linden (2014) found similar results when Filipino students were given appropriate reading materials combined with instruction from well-trained teachers.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
Reading Performance of Grade 5 Pupils

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 5 Pupils	Pre	6.40	1.452	0.642	Reject H ₀	Significant
	Post	25.25				

Table 3 presents the test of difference in the scores in the pre-test and post-test reading performances of the Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL) in teaching English reading. The data shows that the reading performance of the Grade 5 pupils before the implementation of Project Reading in Everyday Living (REL) in teaching English reading is 6.40 and increased after the implementation of the intervention to 25.25. This data revealed a computed value or t of 1.452 which is greater than the critical value of t of 0.642 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the reading performance of Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL) in teaching English reading. This implies that the interactive short stories and activities which focus on the skills to be developed for the grade as embodied in the Project Reading in Everyday Living (REL) and the expertise and mastery of the teacher in the delivery of the lesson contribute to the attainment of the goals of this study. According to Koda (2005), reading strategies influence readers in adjusting their reading behaviors to work on text difficulty, task demands and other contextual variables. Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies. Several research studies have shown that there is a positive relationship between learners' reading strategies and their reading comprehension skills. Brookbank (2019) indicated that the application of various reading strategies increased learners' reading comprehension proficiency. Learners who learn reading strategies try to recognize the main point of a paragraph, to elaborate on unclear words, phrases, or sentences, and to summarize their reading. These

strategies aid readers in solving their problems when reading texts and assessing their planning and its results. Reading strategies improve the reading skills of proficient and less proficient readers. Readers who have learned different reading strategies know what, when, how, and why to use them in their reading comprehension processes. Su (2011) investigated the impact of reading strategies on the learners' reading proficiency. The findings indicated that reading strategies are among the most powerful factors in improving reading comprehension skills and they have a great impact on the students' reading comprehension ability. Students become not just passive receivers of information but active makers of meaning. Successful readers try to apply numerous skills to grasp meaning from the texts. Readers should be involved in the reading process by using different strategies to monitor their meaning.

IV. Conclusion

The study revealed a significant difference in the reading performance of Grade 5 pupils before and after the implementation of Project Reading in Everyday Living (REL) in teaching English reading. The researcher-made reading passages, stories and activities written in small books which focus on the skills to be developed for the grade as embodied in the Project Reading in Everyday Living (REL) and the expertise and mastery of the teacher in the delivery of the lesson and the willingness of the pupils to learn to read contribute to the attainment of the goals of this study. Thus, provision of intervention to the pupils where they are engaging in performing the activities as what the Project REL is advocating at is effective in improving the reading performance of the pupils.

V. Recommendations

1. Utilize the proposed improvement plan formulated.
2. Implement the Project Reading in Everyday Living (REL) to help the reading performance of pupils be continually sustained.
3. The Department of Education may fully support the continuing professional development of the teachers through the conduct of training and workshops which will help enhance their strategies and approaches in teaching, reading and other learning areas.
4. Conduct related free training and seminars to the reading teachers to help empowered and sustained their knowledge in teaching English reading.
5. Teachers must extend extra time in teaching reading to the struggling readers to improve the literacy performance of the pupils.
6. Teachers must be knowledgeable in providing additional learning support materials to the pupils, and

7. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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After he graduated his bachelor's degree, he was teaching for two (2) years in San Lorenzo Immaculate Concepcion Parochial School as a Grade 3 adviser in the year 2014-2016. In the year 2017 as a month of January to march he was assigned substitute teacher in DepEd, in the same year 2017, He was hired in DepEd and currently teaching as a grade 5 teacher at Ormoc City Central School, Carlos Tan Street. He also attended a series of webinars/ seminars and training to increase his professional growth as a teacher.