Improving the Reading Levels of Grade 7-Violet Students Using Project CARE (Comprehension Activities in Reading Enhancement)

ROSALIND ORILLA-TOMIAL, EMD
English Department
Liloy National High School
Liloy, Zamboanga del Norte

Abstract — This action research is a qualitative type of research conducted to the Grade 7-Violet students of Liloy National High School for the School Year 2019-2020. This study was intended at improving the comprehension levels of learners using Project CARE. Seven (7) male and five (5) female learners were selected for a total of twelve (12) as the respondents of the study.

The results of the study revealed that there was an improvement in the reading comprehension levels of the learners. From a total of twelve (12) learners under Frustration Level, it decreased to 2 students.

The Project CARE was found to be effective in the improvement of the comprehension levels of the Grade 7-Violet students since the exposure and constant practice in the remediation activity provided the learners with sufficient strategies and techniques on how to understand the texts that they are reading.

Keywords — Reading enhancement, Comprehension activities, Grade 7-Violet students, Project CARE, Reading levels, Reading skills, Frustration, Intervention programs, Literacy development

I. Introduction

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency.

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and

skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research. Reading for a purpose provides motivation - an important aspect of being a good reader. It is interactive activity - the reader makes use of information from his/her background knowledge as well as information from the printed page; reading is also interactive in the sense that many skills work together simultaneously in the process. The reader typically expects to understand what s/he is reading. Reading is flexible, meaning that the reader employs a range of strategies to read efficiently. Finally, reading develops gradually; the reader does not become fluent suddenly, or immediately following a reading development course.

In Liloy National High School, it was observed that some learners are slow in understanding of the texts. During reading activity they get low scores in the evaluation. And from the Phil-IRI that was conducted to them, there were those who fall in the Frustration level.

On the Phil-IRI test, the researcher found out that among forty four (44) students, seven (7) male and five (5) female are under Frustration Level. That means 27% of the students are under Frustration level.

Therefore, this study aims to measure the effect of using Project CARE (Comprehension Activities in Reading Enhancement) as a remediation activity after classes to the chosen 12 learners in Grade 7 Violet.

Literature Review

The goal of reading is to extract meaning from text, and this depends upon both decoding and language-comprehension skills. Recently there has been growing interest in children who can read accurately but have poor comprehension. Reading-comprehension impairment is relatively common, although it often goes unrecognized in the classroom.

Children with reading-comprehension impairment have a range of oral-language weaknesses, which impede their comprehension of both written and spoken language. Recent studies indicate that these underlying oral-language difficulties can be ameliorated by school-based interventions, which can, in turn, improve both reading- and listening-comprehension skills. Early interventions to reduce such language-learning weaknesses potentially have very important educational, social, and economic implications.

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Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

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The application of syntactic and semantic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously. Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious processes.

Cognitive scientists stated that successful readers permanently relate their prior knowledge to the new knowledge they face in texts. Good readers activate their schema when they start reading.

II. Methodology

This research employed the qualitative research. Qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focused on the "why" rather than the "what" of social phenomena and relies on the direct

experiences of human beings as meaning-making agents in their everyday lives. This method of the study was employed in the present research by identifying the effectiveness of the intervention to the reading levels of the Grade 7 Violet learners.

A. Participants and/or other Sources of Data and Information

The researcher employed purposive sampling design. The respondents were the twelve (12) Grade 7 Violet learners who were identified under Frustration Level.

The table 1 shows the number of respondents who took the pre-test and post-test.

Table 1. The Respondents of the Research

Grade 7-Violet	No. of Respondents	
	Male	Female
Grade 7-Violet	7	5

This research used the reading comprehension activities intended for the Grade 7 to suit the level of understanding of the learners to the texts that are introduced to them.

Forms for monitoring of the scores of the learners were kept to keep track of their progress in terms of their comprehension level.

III. Results and Discussion

The implementation of Project CARE inside the classroom as a reading remediation to readers under Frustration Level aimed at improving the reading level of the learners caused progressive results among the chosen respondents who were the Grade 7 -Violet learners.

Table 2. The Comprehension Level of Respondents before Project CARE Implementation

Grade 7- Violet Students	No. of Respondents	Reading Level
Male	7	Frustration
Female	5	Frustration
Total	12	Frustration

The table showed the comprehension level of students before the integration of Project CARE. It shows that in Grade 7-Violet, there were seven (7) male who were under Frustration level and there were five (5) female who were under Frustration level. This is for a total of twelve (12) learners who were under Frustration level in Grade 7- Violet. This number compared with the total class population which is forty-four (44) is 27% of the population is under Frustration level.

Table 3. The Comprehension Level of Respondents after Project CARE Implementation

Grade 7-Violet students	Comprehension Level			
	Independent	Instructional	Frustration	Total
Male	3	3	1	7
Female	1	3	1	5
Total	4	6	2	12

The table showed the comprehension levels of learners after the implementation of Project CARE. It revealed that in Grade 7-Violet there were three (3) male who were under Independent level, three (3) who were under Instructional level and one (1) who was under Frustration level. Meanwhile, there was one (1) female who was under Independent level, three (3) who were under Instructional level and one (1) who was under Frustration level.

Table 4. The Percentage of Comprehension Level of Respondents After Project CARE Implementation

Reading Levels	Before REAL	After REAL
Independent		33%
Instructional		50%
Frustration	100%	17%
Total	100%	100%

Table 4 displayed the data before and after the Project CARE implementation. It demonstrated that there was an increase in the reading level of the students. From the 12 respondents under Frustration level, four (4) or 33% were able to increase their performance to Independent level, six (6) 50% were able to increase their performance to Instructional level while two (2) 17% remain in the Frustration level. This indicates that through exposing learners in the various reading comprehension activities, they were able to enhance their comprehension skills.

IV. Conclusion

Based on the findings of the study, Project CARE as a reading remediation activity was able to improve the comprehension levels of the learners in the Frustration level. As shown in the data gathered, there is a good impact on the constant practice and exposure of the learners to comprehension activities since only a minimal number remained to be at the Frustration level.

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