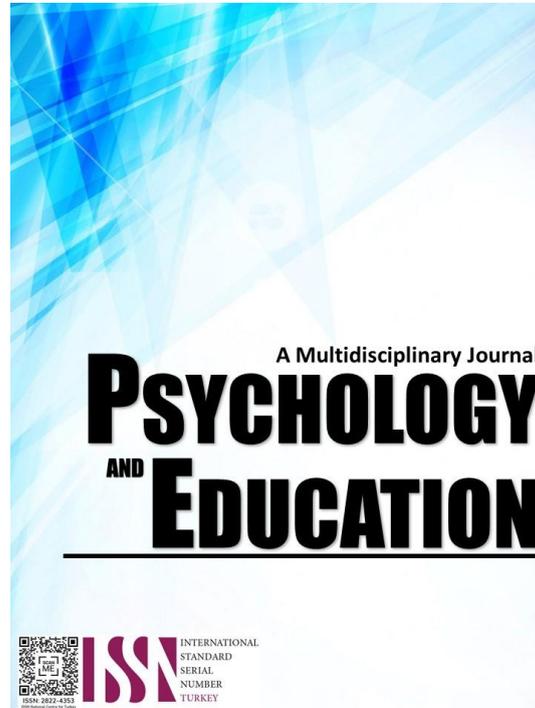


**IMPROVING THE READING SKILLS OF GRADE 2
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Improving the Reading Skills of Grade 2 Pupils of Samat Elementary School in English Using Project Rewrite

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Abstract

The challenges brought by the current pandemic crisis greatly affect learning acquisition among children. With the limitations posed by modular distance learning, learners in remote communities succumb to limited reading and writing skills development. Hence, Samat Elementary School tried to address these limitations through a responsive and contextualized learning intervention project. The purpose of this study is to evaluate the effectiveness of “Project ReWrite: Improving Reading and Writing Skills,” on the reading abilities of Samat ES pupils in the second grade. The project utilized a quasi- experimental research technique analyzing the comparison of the pre-and post-test results in a reading comprehension test. Project ReWrite is implemented after getting the pre-test results to contextually address the needs of the identified learners. After its implementation, a post-test was carried out to analyze its effectiveness. The mean and dependent t-test is used for the statistical analysis. The results demonstrate a significant difference in reading level following the implementation of the intervention project, the result of the Phil-IRI pre-test that was administered a month after classes began. The significant difference in the reading skill indicated that the percentage of independent level increased from 13% to 20%, frustration level increased from 0% to 20%, and non-readers decreased from 74% to 47%. Therefore, findings show the increase in the overall reading and writing performance of the students after the implementation of the project. Based on the significant difference analysis, the crafted intervention plan is effective in terms of helping the students raise their reading skills.

Keywords: *rewrite, intervention project, reading, writing*

Introduction

Reading is a basic skill that a student must possess. It serves as the foundation that will help the student achieve his dreams. Since reading serves as the foundation, utmost importance must be given to this foundation and assure that during the early grade level of every student they have a profound and sound foundation.

The Philippine constitution shows how the government values education. It says that: “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. (Const. (1973), art. XIV, § 1)”

It also highlights the rights given to a teacher to plan and conduct on their own to improve the learning of the students. It says that: The State shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs.; Academic freedom shall be enjoyed in all institutions of higher learning.; Every citizen has a right to select a profession or course of study, subject to fair, reasonable, and equitable admission and academic requirements.; The State shall enhance the right of teachers to professional advancement. Non-teaching academic and non-academic personnel shall enjoy the protection of the

State.; The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

It is observed in this provision how the government provides support in order to give excellent and quality education to its people. The government strives to improve its education system to educate its people. (Const. (1973), art. XIV, § 5)

The Department of Education launched a program that aims to make every student a reader and a writer. The program is titled “Every Child is a Reader”. The Department of Education uses this program to ensure that every student knows how to read and write regardless of their grade level. The program equips the school with the tool and knowledge to make this goal a reality. Although the program achieved profound success, there are still students that struggles to keep up and are still unable to read and write proficiently.

On June 8, 2020, the Department of Education announced that the face-to-face classes will be replaced by the new mode of learning based on the Basic Education-Learning Continuity Plan (BE-LCP). And now that the mode of learning is switched to distance learning from the traditional face-to-face learning, students might let go of their reading and

writing skills and allow them to diminish.

The 2nd Grade teacher of Samat Elementary School observed a sudden drop of proficiency in reading from her students during the on-going pandemic. With that, she conceptualized an intervention plan titled “Project ReWrite: Improving Reading and Writing Skills”, an intervention plan suited to needs of the students that will allow them to improve their reading skills. The intervention plan was successful and was able to raise the reading skills of the students during that school year. And now that the mode of learning is distance learning, the intervention plan was revised to adapt to the new mode of learning.

The intervention plan includes phonetics, reading basic words, reading basic sentences, reading comprehension. This study is timely and is expected to produce results that will benefit the students of Samat Elementary School.

Research Questions

The study focuses on the strategies used in the intervention plan, Project ReWrite, that aims to improve the reading skills of the 2nd-grade students of Samat Elementary School during the school year 2021-2022. The study sought to answer the following;

1. What are the reading skills of the students before the implementation of Project ReWrite in terms of the pre-test Phil-IRI result?
2. What are the reading skills of the students after the implementation of Project ReWrite in terms of the post-test Phil-IRI result?

Literature Review

Intervention Plans to Improve the reading skills of students

Olivarez (2019) conducted a study to determine how effective the intervention plan that she has implemented in Magallanes Elementary School in terms of the reading skills of the students. According to the study conducted by Olivarez (2019) she has determined that the reading skills of the students improved after implementing her intervention plan. It is stated in her research that the following increased; independent readers from 28% became 41%, instructional level from 26% became 30%. While the percentage of the following decreased; frustration level from 27% became 22%, non-readers from 19% became 7%.

After seeing the findings of her study, she has recommended to other teachers that they should also implement similar intervention plans. It can be observed how effective and powerful an intervention plan is. The intervention plan, Project ReWrite, also aims to have these kinds of results. Gonzalez-Valenzuela and Martin-Ruiz (2017) discovered that if you want to improve or recover the reading skills of students that, implementing an intervention plan is an effective strategy. This is supported by Capellini et al. (2015).

Also, Students who are at risk, improved their phonology after going through a reading intervention plan. The students also improved their capacity to read basic words. These are according to Silva and Crenitte (2016). This is a goal of Project ReWrite. According to Archer and Hughes (2011), A teacher must help their students to have a good learning environment to ensure productive and efficient learning. Since the mode of learning is now distance learning, the intervention plan, Project ReWrite, was revised to accommodate the mode of learning. Intervention plans are an effective way to generally improve skills related to reading.

Improving reading skills

Being able to read proficiently is essential, especially if one wants to achieve a higher level of education. This is supported by Coyne et al. (2011), their study, it showed that teaching students how to read with comprehension is one of the most important duties teachers should complete.

According to the study conducted by Bagolong and Usop (2021), they discussed the importance of having proficient reading skills. They said that the process of studying and learning depends on the student’s ability to read. If a student’s reading level falls down to the frustration level, it shows low reading comprehension which in turn the student will struggle to learn. Foorman (2014) said that reading skills are one of the bases that determine whether a student will be successful in the academic field. The ability to read properly is one of the most important skill a student must poses, that is why teachers must take it upon themselves to make sure that their students have the ability to read properly.

According to Yonson (2014) that through reading, our knowledge and our memorization skills can expand. Terrado (2014) introduced the idea that reading is the ability to know and understand symbols that make up words and sentences. This ability can be used by

students to further enhance their knowledge. In the studies conducted by Foorman, Yonson, and Terrado that reading is really important, especially to students. They showed how reading is a really powerful tool that can help student sharpen and expand their knowledge and use it really well in the academic field.

Factors that Affect Students in their Learning

A study conducted by Drajeaa and O'Sullivan (2014) showed the relation between the monthly income of the student's parents to their capacity in learning. Poverty is a barrier that stops students from pursuing education. In 2020, data indicates that 16.6% of the population of the Philippines, or about 17.6 million people, live under the poverty line. By that number alone, poverty can play a role in the education and learning of students that live in poverty. This is supported by the study conducted by Inoncencio (2017), his study showed that students cannot focus in their studies because their school allowance is not enough or they don't have any allowance at all, which in turn distract them in their studies. In relation to poverty, children might be forced to work at an early age, to help their parents or just to survive, and put their education on hold.

Now that the mode of learning is moved to distance learning these are factors that affect learning; speed of internet connection, not enough printed modules or learning materials, no certainty whether the students will adapt to the new learning and learn the contents within their learning materials, and incomplete tools. These are some factors that affect learning, the researcher only used the factors that apply in the location of the study and are timely.

Methodology

The study employed quasi-experimental methods of research. For the researcher to accomplish the objectives, the quasi-experimental research design will be used to determine and analyze the data encountered by the researcher. The data gathered will be analyzed using percentage, mean, and dependent t-test A quasi-experiment is a form of research design that aims to establish a cause-and-effect link. The key difference between this and a real experiment is that the groups are not assigned at random. This is frequently the case in medical and psychological research where there are a limited number of participants due to challenges associated with subject randomization, and limited sample size (Gopalan et al., 2020)

Participants/Respondents

The researcher used total population sampling, with the population being the grade 2 advisory class of Samat Elementary School. The respondents of this study are the population of Grade 2 of Samat Elementary School. Samat Elementary School has one (1) grade 2 class and is composed of 15 students, 8 males and 7 females.

Instruments of the Study

To determine the level of the reading skills of the students before and after the implementation of the intervention plan, the researcher used Phil-IRI (Philippines Informal Reading Inventory).

Procedure

The researcher used reading materials and worksheets to improve the reading skills of the 2nd-grade students. The learning materials are made to focus the following; proper phonetics, reading basic words, reading basic sentences, and reading with comprehension. Then measured the results of the pre-test and post-test of PHIL-IRI after the implementation of Project ReWrite.

Results

The researcher used statistical measures and tools in summarizing, presenting, analyzing and interpreting the data gathered. The data will be manually tabulated by the researcher using tools within Microsoft word.

The Philippine Informal Reading Inventory (Phil-IRI), a project of the Bureau of Learning Delivery of the Department of Education (DepEd), provided the results for the before and after results for the study. The Phil-IRI is a test that measures how proficient elementary school students are in reading. It is the first verified tool designed to measure students' reading comprehension abilities. Through stories and passages, the student's word recognition, comprehension, and reading speed are all quantitatively evaluated informally.

To determine the significance difference of the pre-test and post-test results of the students. The researcher will use the dependent t-test, it compares the means of two measurements taken from the same individual, object, or related units.



Table 1. Reading Level of Grades 2 pupils before the Implementation of Project ReWrite: Improving Reading and Writing Skills

Pre-Test Assessment						
Grade Level	Enrollment	Pupils Tested	Frustration	Instructional	Independent	Non-Readers
II	15	15	0	2	2	11

This table shows the result of the pre-test using Phil-IRI conducted a month after the opening of classes. It can be seen that 11 or 74% of the respondents are non-readers, 0 or 0% under frustration level, 2 or 13% under instructional level, and 2 or 13% under independent level.

Table 2. Reading Level of Grades 2 pupils before the Implementation of Project ReWrite: Improving Reading and Writing Skills

Post-Test Assessment						
Grade Level	Enrollment	Pupils Tested	Frustration	Instructional	Independent	Non-Readers
II	15	15	3	2	3	7

Table 2 shows the result of the posttest using Phil-IRI. It indicates that there are 3 pupils or 20% under frustration level, 2 or 13% under instructional level, 3 or 20% under independent level, and 7 or 47% are nonreaders.

Table 3. Significant Difference on the Reading Level of Grades 2 Pupils Before and After the Implementation of Project ReWrite: Improving Reading and Writing Skills.

Level of Proficiency	Frequency		Percent		Variation in Percentage
	Pre	Post	Pre	Post	
	Total	Total			
Independent (97-100%)	2	3	13%	20%	7%
Instructional (90-96%)	2	2	13%	13%	0%
Frustration (89 below)	0	3	0%	20%	20%
Non-reader	11	7	74%	47%	0%

Table 3 shows the significant difference in the reading level indicated that the percentage of independent level increased from 13% to 20%, instructional level remained the same, while the frustration level increased from 0% to 20%, and non-reader decreased from 74% to 47%.

Table 4. Dependent t-test of the pre-test and post-test results of frustration level.

Variables Compared	Mean	P-value	Decision on Ho	Interpretation
Pre-test	2.0000	0.082	Reject the Ho	Significant
Post-test	1.8000			

According to the data, there is a significant difference between the result of the pre-test and post-test in frustration level.

Table 5. Dependent t-test of the pre-test and post-test results of instructional level

Variables Compared	Mean	P-value	Decision on Ho	Interpretation
Pre-test	1.8667	1.000	Fail to reject the Ho	Not significant
Post-test	1.8667			

According to the data, there is no significant difference between the result of the pre-test and post-test in instructional level.

Table 6. Dependent t-test of the pre-test and post-test results of independent level

Variables Compared	Mean	P-value	Decision on Ho	Interpretation
Pre-test	1.8667	0.334	Reject the Ho	Significant
Post-test	1.8000			

According to the data, there is a significant difference between the result of the pre-test and post-test in independent level.

Table 7. Dependent t-test of the pre-test and post-test results of non-readers

Variables Compared	Mean	P-value	Decision on Ho	Interpretation
Pre-test	1.2667	0.041	Reject the Ho	Significant
Post-test	1.5333			

According to the data, there is a significant difference between the result of the pre-test and post-test in independent level.

Discussion

Generally, given all of the data, the intervention plan did its job. Looking at the difference between the frustration level, instructional level, the independent level, and non-readers it can be said that the intervention plan is a massive success.

According to table 1, the majority of the students of the grade 2 students of Samat Elementary School is at the frustration level. There are 11 students who are at the non-readers, 0 in the frustration level, 2 in the instructional level, and 2 who are in the independent level.

And table 2 shows the data after the implementation of the intervention plan and it shows that there are only 7 students from 11 non-readers students, 3 in frustration level, and 2 in the instructional level of reading, and 3 in the independent level and it is observed that there is a significant between the results of the table 1 and table 2 and it is supported by the dependent t-test result of table 4, 5, 6 and 7

Conclusion

Before Project ReWrite: Improving Reading and Writing Skills went into effect, the majority of respondents belonged to the frustrated category. Following the adoption of Project ReWrite: Improving Reading and Writing Skills, the reading proficiency of Grade 2 students increased. The large difference between the Grades 2 students' pre- and post-test scores demonstrates the success of Project ReWrite: Improving Reading and Writing Skills as a remedial reading program.

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