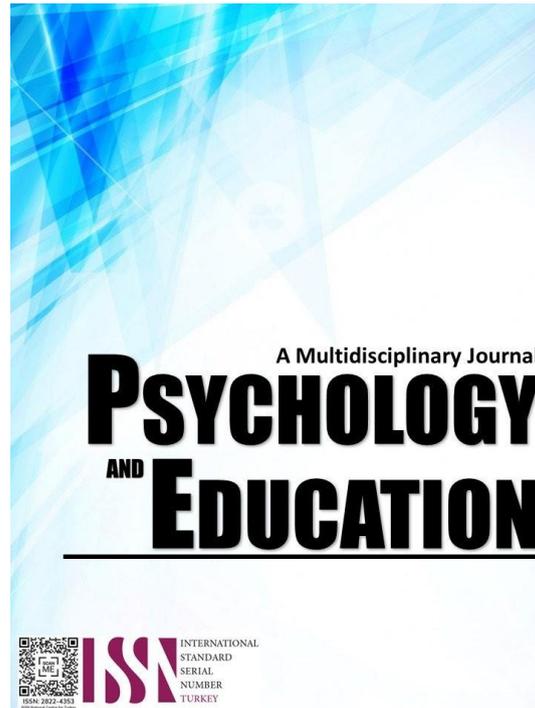


**PROJECT EDRA (EDUCATIONAL VIDEO-ASSISTED  
READING ACTIVITIES): A READING  
INTERVENTION TOOL TO IMPROVE THE READING  
PERFORMANCE OF GRADE 1 PUPILS AT  
CATANAUAN CENTRAL SCHOOL**



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## Project EdRa (Educational Video-Assisted Reading Activities): A Reading Intervention Tool to Improve the Reading Performance of Grade 1 Pupils at Catanauan Central School

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### Abstract

This study determined the effectiveness of Project EdRA in improving the reading performance of Grade 1 pupils in Catanauan Central School. Quasi experimental research design to demonstrate causality between the intervention and an outcome. Specifically, one group pre-test post-test design was employed to determine the effectiveness of Project EdRA in improving the reading performance of the respondents. This study involved 28 respondents who were chosen through purposive sampling using the following criteria: (a) they are Grade 1 LAE learners in Catanauan Central School; and (b) they have low level reading performance based on the results of Functional Literacy Assessment Tool (FLAT). In regard, the respondents were observed at two points of experimentation: one was before the treatment (pretest) and the other one was after the treatment (posttest). In connection, the researcher utilized a standardized passage from FLAT to determine the individual learner's reading performance. In order to interpret and analyze the gathered data, arithmetic mean was used. Meanwhile, a test of normality of the data, which was conducted using Kolmogorov-Smirnov Test suggested a normal distribution of data. Hence, paired sample t-test was employed to determine the significant difference of pre-test and post-test scores. The study revealed that after the implementation of Project EdRA, as an intervention program, there was a significant difference between the pre-test scores and the post-test scores of the respondents, which means that there was a marked improvement in the reading performance of the respondents. Also, the results that the use of Project EdRA is a helpful tool in enhancing the respondents' reading skills. Since the findings revealed that Project EdRA, as a reading intervention program, is a valid tool to enhance learners' reading performance, it can be used or adopted by other schools to enhance learners' reading performance.

**Keywords:** *project EdRA, intervention program, reading performance*

### Introduction

Effective communication requires to have a good hold on various modes: reading, writing, listening, and speaking. If people would read more, they could improve their writing, listening, and even speaking. Hence, in a life of a child, reading is a significant tool to use to discover basic knowledge; for, it is a cornerstone of the foundation of lifelong learning (Gautam, 2018). As one of the five macro skills, reading is an activity characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written material, evaluate it, and to use it for one's needs (Tadesse, 2018).

In the same line, reading is characterized by understanding; although it is labeled in different ways (e.g., comprehension, meaning making), success with this language process requires that one fully comprehends the message expressed, interprets between and beyond the lines of text, and constructs personal meaning with the text (e.g., elaborating and extending). All that it requires makes reading a cognitively complex activity. Initially, it involves

decoding words, but reading also requires thinking about messages built with them (Ceprano, 2017). So that, reading proficiency is acknowledged as a major indicator of whether a learner will achieve the competence needed to achieve academic success.

When learners read a text, they engage in a complex array of cognitive processes. They are simultaneously using their awareness and understanding of phonemes (individual sound pieces in language), phonics (connection between letters and sounds and the relationship between sounds letters, and words), and ability to comprehend or construct meaning from the text. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. As well, in order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing (Custodio, 2015). If student's reading literacy level is low, in most cases it automatically implies difficulties in the acquisition of several other subjects, since reading is the heart of learning and the most essential part of it. Thus, it is very important to give priorities to reading ability of the learners.

Meanwhile, the study of Cicerchia (2016) found out that there is a lot going on in reading, from letter and

word recognition to understanding meaning at the phrase, sentence and paragraph level. When a beginner reader encounters vocabulary, they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. And so, low level reading performance can result when a learner struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level. The more learners read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found give them all of the clues they need to guess at meaning.

On the other hand, learners experience mastering reading skills. Most difficulty cases are created not inherent; for, they are sometimes the result of unrecognized and predisposing conditions within the child. The study of G. Estremera and M. Estremera (n.d) revealed that there are factors affecting the reading performance. These factors are the language, teachers, school head, school environment, home, and community. Similarly, according Toste and Ciullo (2017), there are many educational factors that cause reading difficulties, which may often lead and do contribute as part of the complex patterns of causes. These include immaturity in various aspects of reading readiness, associated sometimes with low socio-economic status, emotional instability, physical deficiencies, and social pressures at home or at school as well.

In connection, the program for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development (OECD) revealed that the Philippines was the lowest in reading comprehension among 79 countries. Results showed that the Philippines only had an average reading score of 340 – 100 points short of the OECD average of 487 (Baclig, 2020). Taking the local context into the picture, the researchers' analysis of the results of the reading pre-assessment using a standardized passages from Functional Literacy Assessment Tool (FLAT) for School Year 2021-2022 revealed that majority of Grade 1 learners' have low level reading performance. Most of them experience difficulties in word recognition and comprehension. This may be the result of the challenges aggravated by the current education set up due to the extreme threat of Coronavirus disease 2019 (Covid-19) pandemic, which concluded drastic changes, specifically the shift from face-to-face classes to different learning delivery modalities including Modular Distance Learning (MDL).

To address the problem, Project EDRA (Educational Video-Assisted Reading Activities) was employed, which primarily aims to enhance the reading skills of Grade 1 learners whose reading performance was below the competency standard. Meanwhile, to determine the effectiveness of Project EDRA as a reading intervention program in enhancing learners' reading performance, the researcher conducted this study.

### Research Questions

This study aimed to determine the effectiveness of Project EDRA in enhancing the reading comprehension skills of Grade 1 learners in Catanauan Central School. Specifically, this sought answers to the following questions:

1. What is the reading performance of the respondents before and after the implementation of Project EDRA?
2. Is there a significant difference between the reading performance of the respondents before and after the implementation of Project EDRA?
3. Based on the results of the study, what implications on providing reading intervention can be derived?

### Methodology

This study utilized quasi experimental research design in order to demonstrate causality between the intervention and an outcome. Specifically, one group pre-test- post-test design was employed in order to determine the effectiveness of the treatment in improving the reading performance of the respondents. This study involved 28 respondents who were chosen through purposive sampling using the following criteria: (a) they are Grade 1 learners in Catanauan Central School; and (b) they have low level reading performance based on the results of FLAT pre-test.

In connection, the researcher utilized a standardized passages from FLAT to determine the individual learner's reading performance. In the chosen passages, 20 questions with varying difficulties were used in the pre-test and post-test. They were categorized as literal, interpretive, critical, and applied in order to measure the respondents' comprehension.

The data collection procedure was divided into three parts of the experimental study. First, the pre-test was given to the respondents. They were asked to read the standardized passages from FLAT. Then, they were



asked to answer 20 questions. It was done in order to find out the pre-test scores as well as for the researcher to verify that there was no significant difference in the reading performance of the respondents before the implementation of Project EDRA as an intervention program. The second part of the procedure was the utilization of Project EDRA. Finally, using the same reading tool, the respondents took the post-test in order to measure their reading achievement after the treatment was applied. The data gathered were analyzed and interpreted using weighted mean. Meanwhile, a test of normality of the data, which was conducted suggested a normal skewness and kurtosis. Hence, paired sample t-test was employed to determine the significant difference of pretest and posttest scores.

The researcher adhered to the ethical standards in conducting this undertaking. the researcher first asked the permission of the school head that the action research will be conducted. Afterwards, the researcher informed the parents of the respondents who will be the respondents of this study. In order to safeguard the rights of the respondents, this research work observed certain measures. First, informed consent was required. Second, this study guaranteed confidentiality. All the gathered data were treated with utmost secrecy and will not be made available to anyone who is not directly involved in the study.

## Results and Discussion

Table 1. *Reading Performance of the Respondents Before and After the Implementation of Project EDRA*

	Mean	Standard Deviation	df	t-value		Decision	Impression at 0.05 level of significance
				Computed	Critical		
Pretest	8.49	1.51	13	-5.14	2.024	Reject Ho	Significant
Posttest	18.2	1.62					

Table 1 shows the reading performance of the respondents before and after the implementation of Project EDRA. As illustrated, the computed mean of the pre-test is 8.49 while the computed mean of the pos-test is 18.2. This means that after the implementation of the intervention program as a treatment, there was a mean gain of 9.71, which revealed that the reading performance of the respondents have improved. In conjunction, the data demonstrate a positive effect of Project EDRA in addressing the difficulties in reading skills of the respondents.

The results conform to the statement of McPherson (2015) that enhancing reading performance is a critical stage in the process of learning to read. This skill should be developed through special work in the process of teaching literacy. If learner’s reading literacy level is low, in most cases it automatically implies difficulties in the acquisition of several other subjects, since reading is the heart of learning and the most essential part of it. Thus, it is very important to give priorities to reading ability of the learners.

Table 2. *Significant Difference Between the Reading Performance of the respondents before and after the implementation of Project EDRA*

	Mean	Standard Deviation	df	t-value		Decision	Impression at 0.05 level of significance
				Computed	Critical		
Pretest	8.49	1.51	13	-5.14	2.024	Reject Ho	Significant
Posttest	18.2	1.62					

Table 2 shows the significant difference between the reading performance of the respondents before and after the implementation of Project EDRA. Since, the t-value of -5.14 is greater than the t-critical two-tail, which is equivalent to 2.024, the null hypothesis was rejected, which implies that there is a significant difference between the reading performance of the respondents before and after the implementation of the treatment. Conjointly, the results suggest that the use of Project EDRA is helpful in enhancing the respondents’ reading skills.

This can be supported by the results of the study of Talain (2021), which demonstrated a positive effect of Project EARES on addressing difficulties in reading skills. Likewise, the study concurred that the utilization of Project EARES, as a reading intervention program that provides explicit instruction in metacognitive strategy within mixed-ability cooperative learning group, is a useful tool in addressing difficulties in word recognition and comprehension resulting to the improvement of reading performance.

In connection, the findings agree with the study of Delfin (2017) who found out that there are different ways that can be effective remedies for reading difficulties. Teachers and learners can create most of these ways in the learning process. Definitely, the struggling readers in school who are not receiving remediation are making little to no progress. Hence, it



is essential for them to intensely take the intervention needed. Potentially, integrating reading strategies into daily classroom routines could lead the improvement of the learners not only in reading but across the curriculum.

## Conclusion

Based on the findings, the following were concluded:

(1) There was a marked improvement in the reading performance of the respondents after the implementation of Project EdRA. This means that Project EdRA, as a reading intervention tool, is helpful in enhancing struggling readers' reading achievement. (2) There is a significant difference between the reading performance of the respondents before and after the implementation of Project EdRA. (3) The utilization of Project EdRA as a reading intervention program is a valid tool in enhancing learners' reading skills, which can result to the improvement of reading performance.

From the foregoing findings and conclusions, the following were recommended: (1) Struggling readers' reading performance must be enhanced using intervention program, which is timely, appropriate, organized, systematic, and responsive to their needs. (2) Teachers may consider the utilization of Project EdRA as an intervention program in order to improve struggling readers' reading performance (3) School administrators must encourage the utilization of reading intervention program, which is responsive to the reading needs of the struggling readers. (4) Future researchers may employ true experimental research design to determine to demonstrate causality between the intervention and an outcome.

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