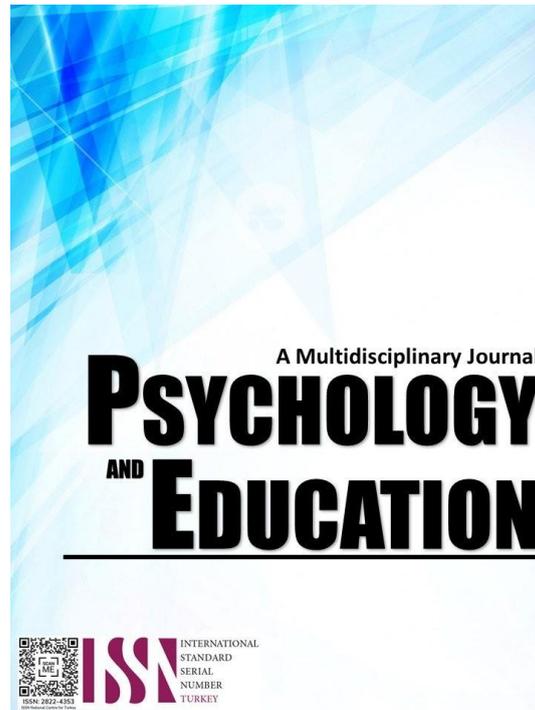


**IMPROVING THE READING PERFORMANCE LEVEL
OF GRADES 4 TO 6 STRUGGLING READERS IN
ENGLISH THROUGH PROJECT 2TK
(TEACHER KO, TUTOR KO)**



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Improving the Reading Performance Level of Grades 4 to 6 Struggling Readers in English Through Project 2TK (Teacher Ko, Tutor Ko)

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Abstract

The main purpose of this study is to improve the reading performance level of Grades 4 to 6 struggling readers in English of Camandiison Elementary School through Project 2TK during the Academic Year 2020-2021. The study used a quasi-experimental method of research to measure the performance level in reading English before and after the implementation of the “Project 2TK” wherein thirty-one (31) Grades 4 to 6 struggling readers purposively selected and served as respondents of this study. The study revealed that there was an increase in the computed mean score after the implementation of the intervention. Further, there was a significant difference on the reading performance level of grade 4 to 6 struggling readers in English before and after the implementation of project 2TK. It was claimed that Project 2TK improved the reading performance level of Grades 4 to 6 struggling readers in English. The study highlighted the importance of teacher assistance to serve as tutor this time of pandemic in addressing the struggling readers in English.

Keywords: *project 2TK (teacher ko, tutor ko), reading performance level, struggling readers*

Introduction

Reading plays a significant role in ones’ success in school. It is one of the most important skills in English that pupil should be mastered. It is a prerequisite of all learning areas (Sanopao, 2016) but because it is a complex process, there are various reasons why pupils can struggle in reading. Unfortunately, teachers have little control over those various causes for reading difficulties. Poverty is the most noticeable causes which has been shown to be one of the most influential factors in reading difficulty. Children living in poverty are more likely to struggle in reading. Several other factors outside the teacher’s control also impact reading development, including family and community dynamics, such as parents reading to and with their children, frequency of family relocations, and access to books (Rasinski & Young, 2017).

In connection with this, the researcher’s desire to pursue this action research was brought by the fact that out of sixty-six (66) pupils of Grades 4 to 6, only thirty-five (35) of them showed good performance in reading English during the administration of Philippine Informal Reading Inventory (Phil-IRI) last first quarter of the Academic Year 2020-2021. However, the spread of COVID-19 caused the suspension of face-to-face classes in many countries including the Philippines. As a result, the Department of Education implemented different learning modalities such as modular distance learning to continue the education amidst this pandemic. Consequently, it is a challenging situation for the

teachers to provide assistance with this kind of set up. Therefore, parents’ assistance or parental involvement is crucial in the learning process of the pupils but the fact that some parents have difficulties in reading and writing hinder the learnings of the pupils. Aside from that, some parents have low income resulting to working everyday and not to spend enough time at home teaching and helping their children to read. In this regard, this study aimed to improve the reading performance level of Grades 4 to 6 struggling readers through project 2TK (Teacher Ko, Tutor Ko).

Research Questions

This action research aims to improve the reading performance level of Grades 4 to 6 struggling readers in English. Specifically, it sought to answer the following questions:

1. What is the reading performance level of Grades 4 to 6 struggling readers in English before the implementation of Project 2TK (Teacher Ko, Tutor Ko)?
2. What is the reading performance level of Grades 4 to 6 struggling readers in English after the implementation of Project 2TK (Teacher Ko, Tutor Ko)?
3. Is there a significant difference on the reading performance level of Grades 4 to 6 struggling readers in English before and after the implementation of Project 2TK (Teacher Ko, Tutor Ko)?
4. What are the implications of the findings of this action research for the improvement of Grades 4 to 6 struggling readers in English?

Literature Review

According to Dougherty (2016) as cited in the study of Nilsson (2021), struggling readers need an intervention and additional support to fill a gap. In addition, a more intensive approach of instruction is required to improve the reading skills of the pupils whenever classroom instruction is not enough. Although, choosing an effective reading intervention program from the many available can be difficult (Dudych, 2015). The aforementioned statement supports the idea of the researcher that parents' and teachers' assistance and guidance are needed in developing the performance level of struggling readers. Without these supports, it may result to the delayed of reading comprehension of these learners.

In relation to this, according to NRP (2000) as cited in the study of Rasinski & Young (2017), despite of the uncontrollable factors, teachers have a responsibility to develop proficient readers in the classrooms, and schools should indeed take responsibility for the controllable factors. McLaughlin & Rasinski (2015) added that, to ensure that struggling readers have opportunities to succeed, teachers can create multiple, daily, authentic opportunities to read, write, discuss, listen, view and they can also provide engaging, accessible text and meaningful, strategic literacy instruction in a variety of settings.

On the other hand, as cited in the work of Nugent, Gannon, Mulan, & O'Rourke (2019) parental involvement leads to positive outcomes for students, especially so for younger students (Education Endowment Foundation, (2017), Centre for Effective Services (2016), Department of Education (2009)). Shiel, Evers, Perkins and Cosgrove (2005) recommended that schools should make significant efforts to help parents in developing their children's language and literacy skills. If we look at the healthy curriculum diet there are some elements which lend themselves better to the parents' role, for example reading books to young children in an interactive way, listening to their child read from a graded reader, paired reading at home, functional reading and encouraging library visits. Likewise, some elements, such as phonemic awareness training and word attack skills, should be more teacher-led activities.

However, research shows that there seems to be a consensus that parents want to help their children at school but may not know how best to do this. In schools that are situated in areas of economic and social disadvantage, some parents may feel unable to

become actively involved due to their own lack of reading confidence and/or reading competence and yet, parental involvement may be particularly important for their children. Based on the aforesaid statements, teachers and parents have responsibilities and roles to play in the development of proficient readers. The strong collaboration of parents and teachers can lead to the improvement of academic performance of pupils in the school specifically in the reading performance.

Through parental involvement, pupils will likely to be active and ready to learn, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Moreover, according to McLaughlin & Rasinski (2015), the nature of struggling readers is as varied as the students themselves, so as teachers, the understanding needs to be both broad and deep. To accomplish this, it is needed to know the students—their literacy backgrounds, interests, preferred ways of learning, and favored ways of representing their thinking. This may seem like a daunting task, but it is a challenge that need to meet every day.

In addition, struggling readers often read less, have less exposure to print and therefore have limited sight vocabularies. The more a student reads, the greater their chances of automatically recognizing frequently occurring words. A practical application of this is when a child reads at night to a parent from a graded reader such as the PM scheme. The child is seeing the sight-words they are learning in class, in context. It is recommended that teachers teach high frequency words to struggling readers to the point of automaticity. This can often be achieved through precision teaching approaches (Nugent, Gannon, Mullan, & O'Rourke 2019). Furthermore, teachers, parents, tutors, siblings, and cross-age literacy partners are examples of those who might serve in this capacity (McLaughlin & Rasinski, 2015).

In connection with this, the experiment conducted by Kraft and Falken (2021) proved that tutoring serves as an effective approach in addressing the learning loss around the world brought by the COVID -19 pandemic. According to Kraft (2020) the standard outcome of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th. The abovementioned reviewed literatures have some connections with this study for they dealt with the

struggling readers as well as the importance and role of tutor and teacher in the improvement of these learners. Through the aforementioned ideas and concepts, the researcher was formulated the research framework which would lead in the improvement of reading performance level of Grades 4 to 6 struggling readers in English.

Methodology

Quasi- experimental method of research was used in the completion of this research. This is the most appropriate research design for this study since the researcher measured the performance level in reading English before and after the implementation of the “Project 2TK”. In addition, comparison of the results was also done to draw the conclusion of this study leading to the formulation of implications of the findings towards the improvement of reading performance level of Grades 4 to 6 struggling readers in English.

Participants

This study was conducted in Camandiison Elementary School, one of the barrio schools and Multigrade schools in Catanauan District 1. The researcher chose this locale for the following reasons: a.) the researcher wishes to improve the reading performance level of Grades 4 to 6 struggling readers in English since the pre-test results showed that (thirty-one) 31 out of sixty-six (66) pupils were in the frustration level; b.) the researcher is currently connected to this institution making the results of the study beneficial to their learners.

Instruments of the Study

The researcher used the PHIL –IRI downloaded from the LRMDs as it is the given instrument given by the department of education in measuring the reading performance level of the pupils. Prior to the conduct of the reading intervention, a pre-test was given to the respondents. On the other hand, the same posttest was given after the implementation.

Procedure

During the completion of this study, the total number of Grades 4 to 6 enrolled in CES was sixty-six (66) pupils. Out of this number, the researcher involves only thirty- one (31) because these pupils were the most qualified respondents of the study for all of them were in the frustration level during the administration

of PHIL-IRI pre-test. With this, purposive sampling technique was utilized in the selection of the respondents.

Ethical Considerations

For professional and ethical considerations, permission from the school head of Camandiison Elementary School was requested as well as the adviser of the other grade level involved in this study. An informed consent form was signed by the parents or legal guardian of the pupils before the implementation of the reading intervention. The purpose of the study was also explained. Further, they were assured that no learner was harmed during the implementation of the program.

Results

This section presents the analysis and interpretation of the data gathered through the research instrument used in this action research. In presenting and analyzing the data gathered, the researcher organized the discussion by answering the level of performance and the significant difference using pre-test and posttest results.

Reading Performance Level of Grades 4 to 6 Struggling Readers in English

This part is composed of the different tables for reading performance level of Grades 4 to 6 struggling readers in English during pre-test and posttest as well as the significant difference before and after the implementation of Project 2TK.

Table 1. Mean Score of Reading Performance Level of Grades 4 to 6 Struggling Readers in English During Pre-Test

Oral Reading Level	Frequency	Percentage
Independent	0	0
Instructional	0	0
Frustration	31	100
Total	31	100



Table 2. Mean Score of Reading Performance Level of Grades 4 To 6 Struggling Readers in English During Posttest

Oral Reading Level	Frequency	Percentage
Independent	17	54.84
Instructional	10	32.26
Frustration	4	12.90
Total	31	100

Table 3. Significant Difference on the Reading Performance Level of Grades 4 To 6 Struggling Readers in English Before and After the Implementation of Project 2TK

	Mean	Mean Difference	df	computed t-value	t-critical	Level of Significance	Decision
Pre-test	84.20	10.36	30	20.0630	1.6972	0.05	Reject Ho
Post test	94.56						

Discussion

This action research aims to improve the reading performance level of Grades 4 to 6 struggling readers in English. Consequently, the study utilized quasi-experimental of research to measure the performance level in reading English before and after the implementation of the “Project 2TK”. Accordingly, the program helped the learners to improve their performance in reading English. The learners in this study revealed that continuous assistance and monitoring of teachers in reading amidst the pandemic is essential especially to those whose parents are working and have lack of knowledge to provide assistance to their children.

Conclusion

We can never tell what will happen next. The pandemic that we faced was unexpected. Thus, the Department of Education continued education amidst the pandemic through modular distance learning. Therefore, parents’ and teachers’ support were crucial for meaningful learning especially in reading. Therefore, the implementation of this project marks improvement after the implementation and an effective intervention in improving the reading performance level of the struggling readers. Likewise, teacher’s assistance is essential during the pandemic.

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