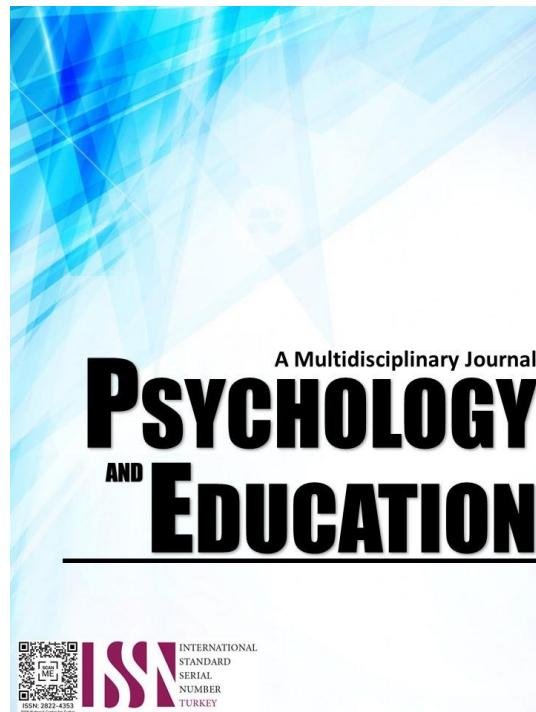


**PROJECT TWINS (TRANSCENDING WINNING
INITIATIVES THROUGH NOBLE SERVICE): ITS
EFFECT TO THE READING COMPREHENSION OF
GRADE VI-ORCHIDS CLASS IN TAGBONG
ELEMENTARY SCHOOL**



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PROJECT TWINS (Transcending Winning Initiatives Through Noble Service): Its Effect to the Reading Comprehension of Grade VI-Orchids Class in Tagbong Elementary School

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Abstract

The study was conducted to (1) identify the performance on the English reading comprehension in terms of Literal, Inferential and Critical level of questions among Grade VI-Orchids pupils in the Pre-Reading Comprehension Test, (2) determine the level of effectiveness of Project TWINS, and (3) find out if there is a significant improvement on the reading comprehension in terms of literal, inferential and critical level of questions on the Reading Comprehension Test after the intervention was implemented. This study utilized descriptive method of research in discussing the answers of the three research questions posted. The research used total enumeration of pupils in Grade VI-Orchids Class of Tagbong Elementary School, a total of 20 learners, eight (8) boys and twelve (12) girls. The pupil respondents are under the researcher's advisory class. The results on English reading Pre and Post assessment evaluated to determine if there is an improvement on the performance in reading comprehension in terms of literal, inferential and critical level of questions after the implementation of the project. The results analyzed and interpreted using Mean, Percentage, and Ranking. The study found out that there was a significant improvement on the comprehension level from 27.91% to 76.14%. Findings revealed that there was an increase of 48.22% after Project TWINS was implemented. This project created 2 independent readers, 12 instructional readers and frustration readers were lessening to 6. The Grade VI pupils together with their parents enjoyed and actively participated during the conduct of the project. They developed the love of reading in their home and inside the classroom during the limited face-to-face classes.

Keywords: *pre-reading comprehension test, english, public school, elementary learners*

Introduction

"Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting" (Aldous Huxley).

Reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is said to be one of the most necessary academic skills. Besides, it is a major pillar upon which the teaching/learning process is built. The reading ability plays a central role in the teaching/learning success at all educational stages. Having any difficulty in this skill will result in variety of consequences on all subjects of study, since reading includes a variety of sub-skills.

Comprehension is the reason for reading. If learners can decode words accurately but don't understand what they are reading, they are not really reading. For many children, reading comprehension is a challenge. They haven't learned to visualize the text yet; they are facing vocabulary words that may distract them from the meaning of what they are reading and they feel overwhelmed by the number of words on the page. It may feel like they are doing a lot of things all at once,

that is why they need to organize their thoughts.

According to Bilbao, Donguilla, and Vasay (2016) comprehension is the heart of reading for without such it becomes meaningless and that there are four levels of comprehension: literal, inferential or interpretive, evaluative, and creative. Literal is also called as factual level. It refers to the readers' ability to decode words, give meaning in a context, and determine word relationship. Learners are as well expected to identify fundamental information and follow basic instructions. Interpretive level, on the other hand, is higher order thinking as it requires the application and analysis process. Readers are expected to look into the relationships among statements in the given text, understand the implications of the reading segment through inference as well as determine implicit or explicit ideas contained in the reading material. Meanwhile in the evaluative or critical level requires the readers to render "their" judgments of the reading material which, in turn, make them evaluate the texts being read. Finally, the creative level. This is regarded as transcendental reading as it compels the readers to go beyond the intention of the writer such as applying gained insights to a new situation and merging the author's ideas to generate new thoughts, ideas, and concepts. As such, this level challenges the



readers to create or produce novel materials as evidence of their comprehension or understanding of the reading materials.

Reading skills and comprehension are the major concern of the Philippine educational system and one of the problems that needs to be addressed (Philippine Education for All 2015). Accordingly, in a 2018 global survey called Program for International Assessment (PISA) among 600,000 students worldwide, Filipino students around the age of 15 got a rating of 340 points in reading comprehension, lower than the average of 487 points. Consequently, in the said study, the Philippines ranked last among 79 countries (Manila Times, 2020).

Moreover, recognizing that there are still many Filipino learners that are struggling to meet the learning standards in early language, literacy, and numeracy, the Department of Education (DepEd) has “strongly encouraged” all elementary and secondary public schools to intensify their advocacy particularly for reading (Manila Bulletin, 2019).

In addition, Education Secretary Leonor Briones, in DepEd memorandum no. 173 s. of 2019, said that the 3Bs initiative will help strengthen Every Child a Reader Program (ECRAP) which primarily aims to “equip learners with reading skills to make them proficient and independent readers in their grade level.” In an effort to strengthen the reading proficiency of every learner and help nurture a culture of reading which considered a requisite skill in all content areas, DepEd announced the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative (Manila Bulletin, December 2019).

Moreover, the researcher becomes more motivated on conducting this research because of the Phil-Iri Group Screening Test (GST) results of Grade VI-Orchids Class conducted last October 26, 2021 which reveals that 20 out of 23 pupils manifested scores below the level of expectation (raw score below 14). There are 16 pupils who got scores between 0-7 and 4 pupils who scored between 8-13. This means that 20 pupils will undergo the individual administered Phil-Iri grade passages. It is observed here that the level of their reading comprehension at their grade level is very low. Hence, this Project TWINS proposed to address and improve the low reading comprehension level of the respondents.

Research Questions

This action research initiative aimed of improving the reading comprehension of Grade VI-Orchids Class in

Tagbong Elementary School this school year 2021-2022. Specifically, it sought to answer the following questions:

1. What is the performance on the English reading comprehension in terms of Literal, Inferential and Critical level of questions among Grade VI-Orchids pupils in the Pre-Reading Comprehension Test?
2. What is the level of effectiveness of Project TWINS?
3. Is there any significant improvement on the reading comprehension in terms of literal, inferential and critical level of questions on the Reading Comprehension Test after the intervention was implemented?

Methodology

This action research employed descriptive method of research in discussing the answers of the three research questions posted.

Participants and/or Other Sources of Data and Information

This study used the total enumeration of pupils in Grade VI-Orchids Class of Tagbong Elementary School, a total of 20 learners, eight (8) boys and twelve (12) girls. The pupil respondents are under the researcher’s advisory class.

Data Gathering Methods

For question number 1

The results on English reading pre-assessment was recorded and evaluated in terms of literal, inferential and critical level of questions.

For question number 2

To determine the level of effectiveness of the program, the researcher utilized a teacher made survey tool. The questionnaire was distributed to the respondents about the level of effectiveness using the 5-point Likert scale where 5 – Highly effective, 4-very effective, 3-effective, 2-moderately effective and 1-not effective.

For question number 3

The results on English reading Pre and Post

assessment were evaluated to determine if there is an improvement on the performance in reading comprehension in terms of literal, inferential and critical.

Results and Discussion

Comprehension Level of Grade VI-Orchids Class of Tagbong Elementary School Before the implementation of Project TWINS for School Year 2021-2022.

Table 1. *Comprehension Level of Grade VI-Orchids Class after the implementation of Project TWINS for S/Y 2021-2022*

Name of Respondents	Number of Correct Responses			Total Score	Percentage Score	Comprehension Level
	Literal /16	Inferential /8	Critical /8			
Male				/32		
M1	6	2	2	10	31.25	Frustration
M2	4	2	0	6	18.75	Frustration
M3	3	2	3	8	25	Frustration
M4	4	2	4	10	31.25	Frustration
M5	5	2	2	9	28.12	Frustration
M6	3	3	3	9	28.12	Frustration
M7	3	2	2	7	21.87	Frustration
M8	4	1	1	6	18.75	Frustration
Female						
F1	7	1	1	9	28.12	Frustration
F2	8	3	2	13	40.62	Frustration
F3	7	3	3	13	40.62	Frustration
F4	6	3	3	12	37.5	Frustration
F5	3	3	1	7	21.87	Frustration
F6	4	2	1	7	21.87	Frustration
F7	5	2	3	10	31.25	Frustration
F8	4	3	0	7	21.87	Frustration
F9	3	1	1	5	15.62	Frustration
F10	8	4	4	16	50.00	Frustration
F11	5	3	3	11	34.37	Frustration
F12	4	2	1	7	21.87	Frustration
Mean	4.8	2.3	2.0	3.03		
MPS	30%	28.75	25%	27.91%		

Table 1 displays the Phil-IRI pre-test result on the comprehension level of the Grade VI-Orchids class for S/Y 2021-2022. The overall mean percentage score was 27.91% considering struggling readers when measured their performance in reading comprehension. The data revealed that pupils have very low performance in their reading comprehension, particularly in the critical level of questions with only 25%, 28.75% for inferential questions, and 30% reading performance for literal questions.

Project TWINS Level of Effectiveness in Improving the Reading Comprehension of Grade VI-Orchids Class.

Table 2. *Level of Effectiveness of Project TWINS Implementation*

Activities	Rating	Descriptive Rating	Rank
Teacher plans and designs sub-projects under Project TWINS	4.43	Very Effective	3
Informs both the teachers and the school head of the program to be conducted—its nature and target output; solicit the group's commitment to support the conduct of the project.	4.13	Very Effective	8
Informs the parents of the program to be conducted- its nature and target output; solicit their commitment to support the conduct of the project	4.73	Highly Effective	1
Launches the program with the presence of school head, teachers, and other stakeholders	4.17	Very Effective	7
Teacher involves other stakeholders in the implementation of the project	4.34	Very Effective	5
Teacher monitors the comprehension level of the pupils through his records.	4.21	Very Effective	6
Teacher updates the parents of the on-going program through the conduct of regular meeting	4.69	Highly Effective	2
Teacher monitors the progress of the Program	3.65	Very Effective	9
Informs both parents and pupils on the results of the program	4.39	Very Effective	4
Teacher conveys results of the study to the stakeholders for possible benchmarking	3.73	Very Effective	10
Over-all Weighted Mean	4.24	Very Effective	

Table 2 presents the level of effectiveness of Project TWINS implemented in the Grade VI- Orchids Class for School Year 2021-2022. The implementation was found to be very effective in improving reading comprehension as shown in the overall weighted mean rating of 4.24. All activities conducted by the teacher got a descriptive rating of Very Effective. When the teacher Informs the parents of the program to be conducted- its nature and target output; solicits their commitment to support the conduct of the project were found to be very effective among the activities done by the teacher with a weighted mean of 4.73 and was first in the rank. Also, they found it effective when the teacher updates the parents of the ongoing program through the conduct of regular meetings with a weighted mean of 4.69. In addition, when the teacher plans and designs sub-projects under Project TWINS was third in rank and got a weighted mean rating of 4.43.

They found it also very when the teacher informs both parents and pupils on the results of the program with a weighted mean of 4.39. On the other hand, Teacher conveys results of the study to the stakeholders for possible benchmarking was found to be last in the rank and got only a weighted mean rating 3.73. Overall, the majority of the respondents enjoyed and actively participated in the implementation of the project.

Comprehension Level of Grade VI-Orchids Class of Tagbong Elementary School After the implementation of Project TWINS for School Year 2021-2022



Table 2.2 *Comprehension Level of Grade VI-Orchids Class after the implementation of Project TWINS for S/Y 2021-2022*

Name of Respondents	Number of Correct Responses			Total Score	Percentage Score	Comprehension Level
	Literal /16	Inferential /8	Critical /8			
Male				/32		
M1	15	6	6	27	84.37	Instructional
M2	13	5	5	23	71.87	Frustration
M3	15	6	5	26	81.25	Instructional
M4	15	7	4	26	81.25	Instructional
M5	14	6	6	26	81.25	Instructional
M6	15	6	5	26	81.25	Instructional
M7	13	5	5	23	71.87	Frustration
M8	13	5	6	24	75.00	Instructional
Female						
F1	14	5	4	23	71.87	Frustration
F2	15	6	6	27	84.37	Instructional
F3	16	6	8	30	93.75	Independent
F4	16	4	8	28	87.50	Instructional
F5	13	6	6	25	78.12	Instructional
F6	13	6	5	24	75.00	Instructional
F7	13	5	6	24	75.00	Instructional
F8	12	5	5	22	68.75	Frustration
F9	13	5	5	23	71.87	Frustration
F10	16	7	8	31	96.87	Independent
F11	14	7	5	26	81.25	Instructional
F12	13	5	4	22	68.75	Frustration
Mean	14.05	5.65	5.6	8.43		
MPS	87.81	70.62	70.00	76.14		

Table 2 presents the post-test result of Phil-IRI given to the respondents. The overall MPS of Grade VI-Orchids class was 76.12. The data showed that there was an increase in the reading performance in their comprehension. The MPS performance for literal questions is now 87.81%, 70.62% for inferential questions and 70.00% for critical questions.

Significant Improvement on the Reading Comprehension of Grade VI- Orchids Class in each Level of Questioning after the project was implemented

Table 3. *Reading Comprehension Performance of Grade VI- Orchids Class after the implementation of Project TWINS for S/Y 2021-2022*

Level of Questions	Pre-Test MPS	Post Test MPS	% Improvement	Increase/Decrease
1. Literal	30.00	87.81	57.81	Increase
2. Inferential	28.75	70.62	41.87	Increase
3. Critical	25.00	70.00	45.00	Increase
Over-all	27.91%	76.14	48.22	Increase

Table 3 reveals the significant improvement in the reading comprehension of the Grade VI-Orchids Class for the school year 2021-2022 after the implementation of the project. Specifically, for literal questions, there was an increase of 57.81%, 41.87% for inferential questions, and 45.00% for critical questions. Generally, there was an increase of 48.22% on reading comprehension because the MPS on Phil-

IRI post-test improved from 27.91% into 76.14%.

Conclusion

One may not be able to function well within the society without the ability to read. Truth is, without reading, living and functioning can be very difficult. And with the decline of reading habit, we can only imagine how problematic this may be in the present and most especially in the future. And if this is not prevented, we can only imagine the worst that could happen. This research focuses on boosting the skills of the reader. It is very essential especially for struggling readers who need some extra support. One of the goals of this project is to build the confidence of the pupils who need help in this area. A pupil's progress in reading is not the same for every pupil. So, it is important to use a variety of strategies and assess the pupil's performance.

According to a study, our country has a significantly low rate in performance among all PISA (Program for International Student Assessment) participating countries and economies. 80% of Filipino students did not reach the minimum level of reading proficiency (Tomas, M.J., et.al, 2021). The result of their study proved that various factors contribute to this decline, which sums up to students having no enthusiasm in reading which acclimates to the culture of reading. That aside, the involvement of teachers and parents also play a crucial role in establishing their reading enhancement, which all point to the environmental factor and emotional support for which, if neglected, can be detrimental for improving the reading comprehension of the pupils.

Schools should launch more programs to promote reading. Teachers must serve as vehicle to introduce the joy of reading. Encouraging the students within the classroom, allowing them to explore various genres, and other similar activities. Therefore, we can only surmise that the decline in comprehension level is preventable, only if we work together. As the African proverb goes: "It takes a whole village to educate a child."

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