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EFFECT OF "ONE WORD A DAY APPROACH" ON THE READING SCHEMA OF INTERMEDIATE LEARNERS IN THE FRUSTRATION LEVEL

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ABSTRACT

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 98 Grade five pupils – 50 are from section A which comprised the controlled group and 48 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the utilization of localized materials has an effect on the instructional effectiveness in teaching science five. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *One Word A Day, Reading Schema, Intermediate Learners*

INTRODUCTION

Children enter school with the ability to engage in top down processing. In order to help students along in this process teachers can use a language experiences approach known as schemata to use to present unknown material and establish a schema within children that can print and carry meaning. Exposing children to varied types of literature is also very important as different exposure increases schemata, thus, increasing the efficiency in processing text.

Preparing a child to be a reader is also very important and crucial to be done through strategies such as directed reader thinking activity. In order to increase comprehension, teachers should use full length passages over worksheets and encourage oral discussion of ideas. Lastly, assessment of knowledge is a key. Basic recall of knowledge is not effective in integrating new knowledge with pre-existing knowledge from a coherent and consistent view of the world (Adjie 2018).

As there is problem in teaching reading in the early years of the learner, schema can be applied in the pre-reading, while reading and post reading phases in the pre-reading phase. Teachers should explain words, phrases and sentence pattern, provide the context of the materials, and remember that just because students know every word does not mean they will comprehend the material. While reading is the comprehension phase where teachers should explain the detailed content and different customs and historical culture related to the article in the post reading phase, teachers can implement discussion, role-playing, or writing assignment to test understanding (Blazejak 2019).

Building of this is the mosaic of thought which encourages students to make three main types of connections, text to self, text to world, and text to text. In the text to self-connections students connect what they are reading back to personal experiences in the text to world students make understanding of the world as it relates to the context of the story. In the text to text connections, students relate the concepts to another reading in class (Global English TESOL courses, 2019).

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In the Philippine context, students' comprehension of course context will likely be the same or similar, thus it is important to recognize that students' understanding of content may be drawn through the lens of their prior experiences, known as "schema". This article will highlight the impact of schemata on comprehension along with practical strategies for online instructors that will help students retrieve and construct information accurately in the solely text-based screen-reading learning environment (Goodmacher & Kajiura, 2018).

Regardless of whether you teach full or part-time. It is imperative to possess a healthy informed understanding of how students learn what factors may impede learning and what research-based strategies are available to support student success. The act of reading and a student's ability to become a fluent, comprehending, knowledgeable is an area of concern especially for those immersed in the text only, online learning environment (Krashen, 2017).

In the Division of Davao Del Sur, particularly in Bansalan West District, reading schema of learners are yet developed further. As manifested in the many reading test conducted in Mother Tongue for the early grades and English in the intermediate grades, reading proficiency of the learners is a skill that need to be addressed by interventions to be further developed. This prompts the researcher to explore the problem by initiating an innovation that is expected to resolve the foregoing problem emerging in her classroom and the school (Mahillah, 2019).

Moreover, it sought answer to the following sub-problems:
1.What were the pretest scores of the intermediate learners both controlled and experimental groups?
2.What were the posttest scores of the intermediate learners both controlled and experimental group?
3.Was there significant difference between the post scores of the controlled and experimental groups?
4. What was the magnitude of effect of One Word A Day Approach on the reading schema of intermediate learners in the frustration level?

METHODOLOGY

Research Design

This study made use of the quasi experimental research design which was a non-equivalent control group pretest-posttest design. Non-equivalent design was a good design when the researcher has accessed to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study were intact group of learners.

Research Respondents

This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 98 Grade V pupils – 50 were from section A which were the controlled group and 48 were from section B which were the experimental group. The composition of these two sections was heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Research Instrument

This study was utilized the researcher-made pretest and posttest which will be the tool to measure the decoding proficiency of the learners. Moreover, the researcher utilized topics which coverage was taken from the learning competencies of the classes. The test questions were checked and validated by experts. The pretest and posttest was designed to measure the decoding proficiency of the learners. The pretest and posttest consisted of a 25 –item test will eventually determine the decoding proficiency of the research subjects. The subjects was take the test twice (pretest and posttest). The pretest was be administered to all subjects prior to the treatment. The pretest was very helpful to assess the decoding proficiency of the learners. On the hand, posttest was administered to measure the effect of the treatment.

This study utilized the researcher-made pretest and posttest which were the tool to measure the decoding proficiency of the multi grade learners. Moreover, the researcher utilized topics which coverage was taken from the learning competencies of the multi grade classes. The test questions were checked and validated by experts. The pretest and posttest were designed to measure the decoding proficiency of the multi grade learners. The pretest and posttest

consisted of a 25 –item test was eventually determined the decoding proficiency of the research subjects. The subjects took the test twice (pretest and posttest). The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess the decoding proficiency of the learners. On the hand, posttest was administered to measure the effect of the treatment.

Data Analysis
The following statistical tools were used in the analysis and interpretation the responses in this study.

Mean was used to describe the research skills of the subjects from controlled and experimental groups in pretest and posttest.

T-test for uncorrelated samples were used to test the significance of difference between the pretest and posttest mean scores in the experimental and n groups.

Eta square was used to measure the magnitude of effect of One Word a Day Approach on the reading schema of intermediate learners in the frustration level.

RESULTS AND DISCUSSION

This chapter displayed the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of One Word a Day Approach and Reading Schema of the intermediate learners in the frustration level.
This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 98 Grade five pupils – 50 are from section A which comprised the controlled group and 48 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.
This study revealed that the utilization of localized materials has an effect on the instructional effectiveness in teaching science five. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions
Based on the collective findings on this study, the following conclusions are drawn:
The pre-test scores of the grade five learners both the controlled and experimental groups is at the *Beginning* level. The post-test scores of the controlled group is at the *Developing* level while the post test scores of the experimental group is at the *Advanced* level.

Recommendations
In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers teaching science grade five should utilized localized materials in order to make teaching science meaningful thus, making science five instruction effective as learners' interest is tickled where they participate in the class discussion because they have better understanding of the lesson which is within their experiences.

The school heads should consider and appreciate the utilization of localized materials in teaching science as it improves the performance of the learners. The utilization of localized materials should also be shared to other teachers

teaching science in another grade level so that they will venture of localizing instructional materials in teaching the subject which was proven to have improved the performance of the learners.

The utilization of localized materials could also be used by teachers of other core subject areas exploring its effect on the comprehension and interest of the learners to learn more because the subject is taught within their experiences.

For future researchers, it is strongly recommended that a relative study on the pedagogical competence in relation to the emotional intelligence of public elementary school teachers will be conducted.

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