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SCHOOL INITIATED BLENDED READING APPROACH AND LEARNERS' READING IMPROVEMENT

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ABSTRACT

The general purpose of this study was to look into the relationship between the school initiated blended reading approach and learner's reading improvement. This study makes 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 had access 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. This study revealed that the utilization of school initiated blended reading approach program has increased the reading improvement of grade five learners. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Blended; Reading Improvement*

INTRODUCTION

Reading incapacities greatly affects academic performance of every learner in the school especially nowadays that we are experiencing a series of catastrophes and pandemics. In adherence to the series of projects and programs of the department the school deem to initiate schemes and individual strategies to introduce in its particular milieu.

Reading difficulties usually begin as early as kindergarten. Children who have not mastered reading skills by third grade will continue to fall behind their peers and probably never catch up without the right interventions. Reading interventions are activities and strategies that help struggling readers develop their ability to read (Holst, 2021).

Struggling readers can be students who are not able to decode, or break up, words into syllables. Through decoding, students sound out unfamiliar words they encounter while reading. On the other hand, we have a reader who can decode but cannot comprehend what they're reading. We also have a reader who can comprehend and decode, but whose oral reading is poor. The reader orally read very slowly, mispronounce many of the words, or read in monotone without expression. This type of reader has problems with fluency and they are present in our school.

Using a blended approach to teach core reading skills allows students to move at their own pace and allows teachers to provide appropriate intervention to struggling readers accordingly.

"Learning to Read and Reading to Learn." The fundamental premise of the myth is as follows: "Learning to Read" happens in the early grades (K–3) and consists primarily of decoding and memorizing basic sight words. "Reading to Learn" begins in fourth grade and consists mostly of reading for information. The problem? The myth and its practices aren't working. What many researchers have now shown is that for all children, learning to read and reading to learn should be happening simultaneously and continuously, from preschool through middle school — and perhaps beyond. And that's not all. Teaching comprehension has now emerged as a critical piece of learning to read, which the narrow emphasis on phonics and sight words in the early years of reading fails to address (Clay & Pearson, 2019).

Children are learning to read and reading to learn at the same time, by practicing and applying reading strategies, as well as by deepening their knowledge of letter and sound relationships, word families, and spelling patterns. In some upper-grade classrooms, teachers are using new practices. Reading-strategy lessons help students to

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comprehend, recall, and analyze information in fiction, nonfiction, and content textbooks (Clay & Pearson, 2019).

In all cases, the use of reading intervention programs, strategies, and activities based on context will help our learners in Magsaysay Central Elementary School on track. The researcher being the school administrator in the aforementioned institution would like to explore other dimensions in solving the prevalent problem.
The general purpose of this study was to look into the relationship between the school initiated blended reading approach and learner's reading improvement. Specifically, these research study aims to answer the following research objectives.

1. What was the level of school initiated blended reading approach in terms of:
   1.1 Synchronous, and
   1.2 Asynchronous?
2. What was the level of the learner's reading improvement?
3. Was there significant relationship between the school initiated blended reading approach and learner's reading improvement?

METHODOLOGY

Research Design

This study makes 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 had access 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. This design was represented as follows:

01 X 02
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03 X 04

Where:

01 – Pretest of the experimental group
02 – Posttest of the experimental group
03 – Pretest of the controlled group
04 – Posttest of the controlled group
--- - Non-random assignment of subjects
X – Treatment applied in the experimental group

Research Respondents

This study was conducted in Magsaysay Central Elementary School, Magsaysay South District. The subjects of this study were the 90 grade five pupils – 45 were from section A which the controlled group and 45 were from section B which were the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

Table 1. Distribution of Respondents

	Subjects	No. of Pupils
1	Section A	45
2	Section B	45
	Total	90

Research Instrument

This study utilizes the new normal learning modality. It was a blended learning where teacher gave module at the same meet the learners online but adhering to the protocols of Inter-agency Task Force (IATF). The researcher had to meet the learners online for a follow up session of what has been printed in the module.

The pre and post-performance test consist of a 45 –item test was eventually determine the reading skills of the research subjects. The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess the academic performance of the grade five leaners. On the other hand, post test was administered to measure the effect of the treatment.

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Data Gathering

At the outset of data gathering procedure, the researcher drafts a letter seeking for permission that this research study be conducted were sent to the Schools Division Superintendent, Dr. Nelson B. Lopez CESO VI and the Public School District Supervisor JAIME C. FERNANDEZ since the researcher was the School Principal of Magsaysay Central Elementary School.

While letters seeking for permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and have it validated by the experts preferably the experts of the study.

After permission has been granted that this study be conducted in Magsaysay Central Elementary School and after the research questionnaire has been thoroughly examined by the expert validators, the researcher will administer pretest to both controlled and experimental class and eventually commences her experiment. After three weeks of experimentation, the researcher will administer posttest to both sections. Scores of the subjects will be submitted to the statistician for statistical computation after which the researcher will make analysis and interpretation on the data gathered.

Table 2: Experimental Matrix

Experimental Group	Controlled Group
Quarter 2 Week 2 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types. **Learning Competencies**: Identify point of view Class Proficiency: 45	Quarter 2 Week 2 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types. **Learning Competencies**: Identify point of view Class Proficiency: 45
Quarter 2 Week 3 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types. **Learning Competencies**: Examine images which present particular viewpoint, e.g. stereotypes (gender, age, cultural) ,opinions of an issue Class Proficiency: 45	Quarter 2 Week 3 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types. **Learning Competencies**: Examine images which present particular viewpoint, e.g. stereotypes (gender, age, cultural) ,opinions of an issue Class Proficiency: 45
Quarter 2 Week 4 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral	Quarter 2 Week 4 **Grade Level Standard**; The learner listens critically to different types; expresses ideas logically in oral and written forms; and demonstrates interests in reading to meet various needs; to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates

and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types **Learning Competencies**: Distinguish among various types of viewing materials Class Proficiency: 45	confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types. **Learning Competencies**: Distinguish among various types of viewing materials Class Proficiency: 45

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will be used to describe the academic performance of the grade five learners in both pretest and posttest scores.

Eta square will be used to measure the magnitude of effect of school initiated blended reading program on the academic performance of the grade five learners.

RESULTS AND DISCUSSION

This chapter displays 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 school initiated blended reading approach on the learner's reading improvement of grade five learners.

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 Magsaysay Central Elementary School, Magsaysay South District. The subjects of this study were the 90 grade five learners – 45 are from section A which comprised the controlled group and 45 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 school initiated blended reading approach program has increased the reading improvement of grade five learners. 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 Approaching Proficiency.

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 Grade Five learners should used the blended reading approach program as a strategy that would further develop the reading improvement of learners in order to make the teaching and learning process meaningful. By prioritizing early intervention, differentiation, comprehension instruction, vocabulary development, and fostering a culture of reading, educators can create dynamic and engaging learning experiences that empower all students to become proficient readers and lifelong learners.

The school heads should promote the use of blended reading program as a strategy especially in teaching reading that extends far beyond a merely skill to be mastered but a lifelong journey of exploration, discovery, and growth.

A school policy about the utilization of blended reading approach program can be issued. Besides, he can invite the teacher-researcher to demo teach during LAC session using blended reading approach program as a strategy in teaching.

For future researchers, it is strongly recommended that a relative study on the use of blended reading approach program as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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