OPLAN TOKHANG 30 MINUTES CLASSROOM- BASED TUTORIAL PROGRAM: INTERVENTION FOR IMPROVING READING PERFORMANCE LEVEL OF GRADE – FIVE COPPER PUPILS STRUGGLING READERS

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Theme: Teaching and Learning

ABSTRACT

This action research was conducted to determine the level of reading performance of pupils of Grade –Five Copper struggling readers of Maasim Central Elementary School using the oplan tokhang 30 minutes classroom-based tutorial program. A descriptive –correlational method was used. An adopted Validity and Reliability- VERY HIGH VALIDITY test and Robert Ebel's Criterion of Mastery was used to determine the level of performance of Grade –Five Copper pupils struggling readers. The teacher – made pre – test and the PHIL-IRI tool was used to determine the struggling readers and there were 10 pupils who were found to be very slow readers from the 27 pupils who were identified as struggling reader based on the result of the PHIL-IRI conducted. Gathered data were treated, analyzed and interpreted using frequency weighted mean. Result showed that the Pre – Test mean percentage was 18% described as LOW PERFORMANCE while Post – Test revealed 82%, HIGH PERFORMANCE. The increase in the pupils reading performance shows that using oplan tokhang 30 minutes classroom is effective in improving the reading performance of Grade V –Copper.

CONTEXT AND RATIONALE

In a fast- growing and technology – oriented society today, reading is essential for people to cope with the development and changes in the society. Learning to read begins far before children enter formal school. Most children learn to read fairly well. In fact, a small number learn it on their own, with no formal instructions before school entry. Learning to read begins far before children enter formal school. The researcher found out that those pupils who were identified to be very poor readers belong to a poor family with uneducated parents and can hardly afford to sustain financially. The level or skills of the very slow pupils are the following: doesn't know the sounds associated with all the letters, skip words in a sentence and don't stop to self – correct, can't remember words; sound out the same word every time it occurs on the page, frequently guess at unknown words rather than sounding them out, can hardly recognize letters in the alphabet, sound recognition of letters and words, can hardly read three letter words, and stammering while reading (Hall, 2009). According to Blumenfeld, P., Kempler, T. M. & Krajick, J. S. (2006) the following factors might be considered to be related to their low performance in school: no breakfast before going to school, unstable financial expenses in school for food, lack of interest due to no participation due to weak condition, lack of parents' monitoring and follow - up at home. These are the few reasons

why the researcher conducted strategies to address the poor performance – related problems of the pupils.

Therefore, the researcher formulated a strategy called "**oplan tokhang 30 minutes**" classroom-based tutorial. "**Oplan tokhang**" is a well-known program of the PNP, the police visiting the houses and knock of the individual suspected to stop their activities and submit themselves to authority for potential rehabilitation. So, the researcher strategically adopted the term instead of the highly profile person involved in the illegal drugs, the struggling readers based on the result on PHIL-IRI pretest and the researcher made pre-test were the respondent of the study. The researcher conducted a home visitation where use the term **oplan tokhang 30 minutes**, "TOKHANG" from the generic name TOK- meaning "TOKTOK" and HANG- meaning "HANGYO" were the teacher knock and plead make a polite request to allow their pupils to be part of the said program for potential rehabilitation in improving reading performance. The 30 minutes represent the time where the respondent were quarantine/rehabilitate for 30 minutes for reading based on the tutorial program using the tutorial tool. The researcher interviewed the parents of the respondent and explain the mechanics why there children involved of these program and conducting monitoring and follow-up at home. The **oplan tokhang 30 minutes** ways used helped in boosting the interest of pupils, resulting to improved reading ability.

Thus, this study was conducted. This is to determine if there is an increase of reading performance level of grade five-copper struggling reader using the **oplan tokhang 30 minutes** classroom –based tutorial program as an intervention of improving the reading performance level

Innovation, Intervention, and Strategy

The following strategies used as intervention are the following:

1. **Oplan Tokhang 30 minutes** – is a program were the teacher knock and plead (make a polite request to allow their pupils to be part of the said program) for potential rehabilitation in improving reading performance. The respondent were quarantine/rehabilitate for 30 minutes for reading tutorial purposes.

2. **Repeated Reading Approach** – the student read repeatedly short passages until they achieve a satisfactory level of fluency

3. **Group Story Mapping**- which is based on Schema Theory, emphasize linking previous knowledge structure with reading materials.

4. **Story retelling**- emphasizes the importance of verbal rehearsal of a story. By retelling students relate information from the story to their own experiences.

5. **Reconciled reading**- which based on the Schema Theory, engages students in enrichment activities prior to reading the passage. In this way the students have the opportunity to activate and enhance existing knowledge before reading.

6. **Cloze Test Techniques** - also called (Deletion Test) is an exercise test or assessment consisting of text with certain words removed where a participant is asked to replace the missing word.

7. **Supervised Individual Reading** – it is a supervision of teacher by the pupil's task or seatwork.

8. **Word - Picture Matching** – matching exercise provides pupils with a fun, engaging way to learn..

9. **Peer Tutorial activity**- a class conducted by a tutor for a student or a small number of students.

10. **One on one reading activity with the teacher**- is a form of tutorial reading to develop an understanding of basic concepts, build specific skills, gain confidence, and become motivated to read and write.

Action Research Questions

The purpose of this Action research is to find out the Oplan Tokhang 30 minutes Classroom –based tutorial program is effective in improving the reading performance of Grade V Copper struggling readers - basis to enhance the reading performance of struggling readers of Maasim Central.

Specifically it sought answers to the following questions:

1. What is the level of reading performance of pupils in the pre- test conducted?
2. What is the level of reading performance of pupils in post- test?
3. Is oplan tokhang 30 minutes classroom-based tutorial program effective in improving the readers as basis to enhance the reading performance of struggling readers?
4. Based on the findings, what possible intervention / program could enhance the reading program of Maasim Central?

Action Research Methods

A. Respondents

The respondents of this study were Grade Five – Copper pupils of who belong to Slow /struggling Readers, Maasim Central Elementary School who were officially enrolled in school year 2018- 2019. There were five (5) males and five (5) females. They were taken purposively by the researcher as the subjects of this study.

B. Instrument/Research design

A descriptive –correlational method was used. This study used the teacher-made –pretest , the PHIL-RI tool, the Validity and Reliability design and the Robert Ebel's Criterion of Mastery to determine the level of performance of Grade Five Copper struggling readers. It was validated by the School Principal and the Master Teachers.

C. Locale

This study was conducted at Maasim Central Elementary School, West Maasim District. Barangay Poblacion, Maasim, Sarangani Province.

D. Data Gathering Methods

In gaining the referential and their reliable outcome the researcher come up with the following procedure on the

conduct of the study. First, the researcher administered the PHIL- Iri pre – test to determine the reading performance of the pupils. From the PHIL – Iri conducted, it was in the class with 37 pupils these are two (2) independent readers, 8 dependent readers and 27 Frustration readers. Since, the result of the PHIL – Iri pre – test revealed 73% of the class belongs to Frustration Level, the researcher wanted to find out the level of performance of Frustration Readers if given another assessment tool. Hence, the researcher developed a teacher – made test based on the Tutorial Activity tool. The test includes items which tested their word recognition skills, word analysis skills, sentence comprehension skills word familiarization skills. It was validated by the Principal and Master Teachers of the school. The teacher – made test was then administered to the Frustration readers. Using Robert Ebel's Criterion of Mastery, it was found out that 10 frustration readers have very low performance. Those 10 (ten) very low performing pupils,

undergone **Oplan Tokhang 30 minutes Classroom – based Tutorial Program** the whole – year round were the respondent visited the houses using the **oplan tokhang** program to ask permission with their parent to attend /surrender their children for potential rehabilitation in improving reading performance. They were listed and checked their attendance and monitored every day both school and at home for follow up purposes. The researcher conducted an orientation with the parent regarding the activities. The respondents were quarantine/rehabilitate every day for 30 minutes for reading using the classroom – based tutorial program based on the tutorial class program made by the researcher. Moreover, the researcher conducted **30 minutes monitoring every weekend** and bring goods as token of appreciation for their participation. After the tutorial activities have been completed a teacher – made post – test was administered to the respondents. Data gathered were treated, analyzed and interpreted using frequency weighted mean.

Robert Ebel's Criterion of Mastery

Percentage	Level of Performance
81% – 100%	Very High
61% – 80%	High Performance
41% – 60%	Moderate Performance
21% – 40%	Low Performance
1% - 20%	Very Low Performance

DISCUSSION OF RESULTS

Table 1

Level of Performance in the Pre – Test

Mean	Mean Percentage	Level of Performance
1.8	18%	Very Low Performance

N = 10

Table 1 show that the Mean Percentage of Pre- Test was 18%. Using Ebel's Criterion of Mastery, it was found out that the obtained mean percentage of respondent's pupils reveals that the Pre-Test was **VERY LOW PERFORMANCE**.

Table 2

Level of Performance in the Post – Test

Mean	Mean Percentage	Level of Performance
8.2	**82%**	**High Performance**

N = 10

Based on the table 2 data shows that the mean percentage of Post- Test was 82%.Using the Ebel's Criterion Mastery, it was found out obtained mean percentage of respondents pupils reveals that the post-test performance was **HIGH PERFORMANCE.**

Table 3

Comparison of Pre – Test and Post - Test

	Pre – Test Result	Post – Test Results
Mean Percentage	**18%**	**82%**
LEVELPEROF PERFORMANCE	**LOW PERFORMANCE**	**HIGH PERFORMANCE**

The result in Pre – Test mean percentage was 18% described as **LOW PERFORMANCE** while Post – Test revealed 82%, **HIGH PERFORMANCE**.

It can be garnered from the data that there is an **INCREASE** in the level of performance of pupils based on the results in the Pre –Test which is **LOW** compared to the result in Post – Test which is described as **HIGH PERFORMANCE**.

The data shows that after a year round activity 8 or 80% of pupils improved their reading performance while 2 or 20% of respondents still need rigid intervention for further improvement. The increase in the pupils reading performance shows that it is very effective to teach reading using tutoring activsjies tool with oplan tokhang 30 minutes because it helps

the pupils understand more the text they've read and improve the camaraderie of pupil-teacher-parent relationship.

Reflection

With the remarkable result and upsurge in the reading performance of pupils, the researcher could conclude that the level of performance during the pretest is **LOW compared** to the result in Post – Test which is described as **HIGH PERFORMANCE**. The data shows after the implementation, that the reading performance of the struggling readers improve. It was found out that oplan tokhang 30 minutes is effective in improving the reading performance of the struggling readers.

Hence, a program called OPLAN TOKHANG 30 minutes is therefore recommended to be implemented in every classroom in order to reinforcement the pupils with reading difficulties. This study could be beneficial to other researcher and parents as well as basis in developing further related studies.

Milestone of the study

With the extraordinary result of the reading performance of the pupils, some teachers adopted the program and the researcher are planning to launch the program in the school level.

Action Plan

Objectives	Strategy/ Activity	Time Frame	Financial	Persons Involve	Output/Remark
To orientate on the purpose and objectives of oplan tokhang katok 30 minutes program	Conduct Orientation / home visitation, monitoring	June, 2018	Personal/ HRPTA fund (classroom) MOOE	School Head, Teacher, Pupils	Activity Design, attendance sheet
To identify the struggling reader of Grade Five Copper	Supervised individual reading and exam	June, 2018	Personal/ HRPTA fund (Classroom) MOOE	Teacher, pupils	Phil-Iri Tool Teacher- made-test
To develop the reading skills of selected pupils through repeatedly reading short passages	Repeated Reading Technique	July 2018	Personal/HRPTA fund(Classroom) MOOE	School Head, Teacher, Pupils	Activity design, reading materials, activity sheet or copies of reading passages for marking errors
To improve reading comprehension by retelling a story to partners, using outlines.	Story retelling	August 2018	Personal/HRPTA fund, MOOE	Teacher, Pupils	Individual pupils copies of the story outline, one per pupils
To activate and enhance existing knowledge before reading	Reconciled Reading	September 2018	Personal/HRPTA fund	Teacher, Pupils	Sheet of papers or copies of the reading passages for marking errors/vocabulary sheets
To identify the correct word or type of word that belong in the deleted passage of a text	Cloze Test Techniques	October , 2018	Personal/ HRPTA fund (classroom) MOOE	School Head, Teacher, Pupils	Phil – Iri Tool
Identify pupils with the low reading performance based on their result	Supervised Individual Reading	October , 2018	Classroom PTA fund MOOE	School Head, Teacher, Parents Pupils	Reading Tool
To provide pupils with a fun engaging way to learn	Word - Picture Matching	November, 2018	Parent sustainable support MOOE	School Head, Teacher, Parents Pupils	Activity sheets, Reading materials, Tutoring guide materials

To assist the reading performance of selected pupils	Tutorial activity	November 2018	Parents and Classroom PTA fund MOOE	School Head, Teacher, Parents Pupils	Activity sheets and result
To develop the reading skills of selected pupils	One on one reading activity with the teacher	January – February 2019	Parents and Classroom PTA fund MOOE	School Head, Teacher, Parents Pupils	Reading Tool
To evaluate the performance of the pupils through conducting post-test	Post - Test	February 219	Personal, MOOE	School head, teacher, pupils	Teacher's made test

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