



STRIDE: STRUGGLING READERS' INTERVENTION TOWARDS DEVELOPMENT IN WORD READING, COMPREHENSION AND READING SPEED OF GRADE 7 NON-READERS IN KAPAYAPAAN INTEGRATED SCHOOL SY 2022-2023

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ABSTRACT

Reading is a fundamental skill that enables learners to access the essential knowledge needed to accomplish learning tasks and achieve desired learning outcomes. The rationale of the study is to determine the impact of Project STRIDE Reading Intervention Program to the non-readers in grade 7 of Kapayapaan Integrated School SY 2022-2023 based on Phil IRI reading assessment results and responses to the interview questions that described their generally positive experience in the intervention. The study used a mixed method research design. The reading levels of the participants were determined using the pretest and posttest followed by t-test to analyze significant difference in word reading, comprehension, and reading speed after the reading intervention program. The results show that from a non-reader status, the participants gained improvements corresponding to instructional level in word reading and independent level in comprehension. Individuals reading at an instructional level can still comprehend written material. The instructional level is a reading level at which an individual can read with assistance or guidance to understand and interpret the content. The study implied the importance of having capacitated reading teachers as facilitators of the reading intervention, consistent and responsive participants and structured learning sessions with technology-based instructions and periodic assessments in reading until learners can read at their grade level.

INTRODUCTION

Reading is a fundamental skill that enables learners to access the essential knowledge needed to accomplish learning tasks and achieve desired learning outcomes. Likewise, reading is integral in various subjects and grade levels. Thus, the students must read and understand texts related to all learning areas. Moreover, when students take part in constant reading, it does not only improve their vocabulary but also contributes to their comprehension of concepts (Duru and Koklu, 2011). However, many Filipino children struggle with reading; this leads to low achievement results especially in the public schools (Abocejo et al., 2022). In the actual learning context, the struggling readers will not understand the concepts, and they will fail to attain the learning competencies expected of them because of a lack of skill in reading (Esposa, 2021). Inadvertently, the impact of the pandemic on education is also substantial in the learning loss among learners. The past two pandemic years hindered the teaching-learning opportunity to further develop the reading skills of the students.

The school year 2022-2023 remarkably resumed the in-person classes in Kapayapaan Integrated School. Anchored on Calamba City Division DREAM Learning Recovery and Continuity Framework under Area 4: Assess Learners' Literacy and Numeracy Level as stipulated in Division Memorandum No. 185, s. 2022, Guidelines on the Implementation of Project DREAM as a Banner Initiative under the Basic Education-Learning Recovery and Continuity Plan (BE-LRCP) for SY 2022-2023, Kapayapaan Integrated School's Project DREAM:

RISE necessitates the development of a reading intervention program that aims to close the gap in the reading proficiency of struggling readers and reduce the number of non-readers to zero. Moreover, KIS commits to helping learners develop their reading skills as a response to the 3Bs Initiative known as Hamon: Bawat Bata Bumabasa mandated in DepEd Memorandum No. 173, s. 2019, to make every learner a proficient reader.

The conduct of PHIL IRI assessment was the first step to determine the reading profile of the students. Kapayapaan Integrated School held a year-round reading assessment using the DepEd-prescribed Phil IRI Manual, which is a tool for measuring and describing reading performance. The result of the pre assessment revealed difficulties in decoding, fluency and accuracy, and understanding the text. Further, the result led to the identification of 10 non-readers in grade 7 who scored the lowest in oral reading and comprehension. Their utterance did not match the text they were reading and personally admitted to the teachers that they cannot read.

Abocejo, et al., 2022 asserts that despite the implementation of reading programs, substantial elementary graduates were still assessed as slow or non-readers. On the other hand, reading proficiency lies in the hand of teachers based upon the successful implementation of reading programs in schools (Cabalo and Cabalo, 2019).



Grounded on this premise, a structured reading intervention program is necessary for the non-readers to address their difficulties and help them acquire essential reading skills. This study aims to determine the grade 7 non-readers' reading level and the significant difference thereof before and after the implementation of a reading intervention program.

Research Questions

This study aims to determine the impact of a reading intervention in enabling the non-readers to read at the grade 7 level by gradually teaching them the components of reading and regularly monitoring their reading progress. Specifically, it aims to answer the following questions:

1. What is the reading level of the participants in Project STRIDE in terms of a. oral reading, b. comprehension, and c. reading speed?
2. Is there a significant difference between the reading level of the participants before and after receiving the intervention in terms of a. oral reading, b. reading comprehension and c. reading speed?
3. How do the participants describe their experiences in the reading intervention?

Scope and Limitation of the Study

This study was conducted in the school year 2022-2023 when DepEd officially announced the safe reopening of in-person classes in schools after two pandemic years.

The researcher only included the identified non-readers with no manifestation of learning disability in grade 7 of Kapayapaan Integrated School. The reading intervention program utilized in the study comprised a series of learning sessions which ran for 12 weeks in between pre and post assessments with reading progress monitoring during the intervention period. The conduct of sessions was facilitated by three language teachers who had participated in SLAC session on teaching the basics of reading and writing.

The pre and post assessments were administered using the Phil IRI graded passages while a questionnaire was constructed and administered by means of interview to all the sample students to obtain their perception and reflection on their experiences in the reading intervention program.

The conduct of activities included in the study was monitored by the head teacher of English department and the school head based on the school's M&E tool for programs, projects and activities.

The researcher limited the study on the impact of Project STRIDE: Struggling Reader's Intervention towards Development in Oral Reading and Comprehension of the grade 7 non-readers.

Framework

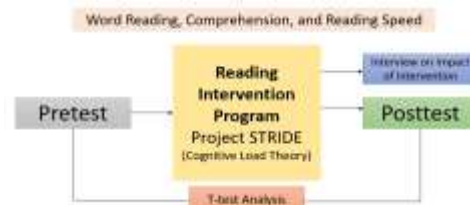


Figure 1. Conceptual Framework of the Study

The framework shows how a reading intervention program can contribute to the development of oral reading and comprehension among the students who are non-readers. Also, conducting an interview after the assessment can provide a vivid description of the participants' experiences in the reading intervention program that would inform the impact of the intervention to the non-readers.

II. METHODOLOGY

This chapter describes the research design, description of participants, sampling and procedure on collecting information on the impact of a reading intervention program to help develop the oral reading and comprehension. This is followed by a discussion about how the data was analyzed.

Research Design

This research employed mixed-method design. The integration of both quantitative and qualitative data in the study is valuable in seeking comprehensive understanding of the results and impact of the intervention to the participants.

The design involved one group of respondents, the non-readers. A pretest was administered to these students to determine their word reading, reading comprehension and reading speed. Then, a reading intervention program was conducted by the language teachers who attended the SLAC session on teaching the basics of reading and writing. After the series of reading intervention, the respondents were given the posttest and were interviewed to describe their experiences in the reading program.

Respondents of the Study

The participants of the study are 8 non-readers in grade 7 of Kapayapaan Integrated School, officially enrolled for School Year 2022-2023.

The participants were chosen through purposive sampling method. The selection was based on the results of PHIL IRI pretest. The non-readers had been identified based on high record of miscues made in oral reading and low to zero scores in reading comprehension. Furthermore, those students who demonstrated utterance that did not match most of the words, as well as those who personally admit they cannot read were included. They were selected to participate in Project STRIDE Reading Intervention Program.

Research Instrument

This study adopted the DepEd's Phil IRI Manual of 2018 which provided the assessment tools and graded passages used in



pretest and posttest and reading progress monitoring during the reading intervention program. The research instrument included Phil IRI Form 3B which shows data on word reading score, comprehension score, and words per minute for reading speed.

A one-on-one interview with the participants was conducted to describe the participants' experiences in the reading Intervention, following the reflexive thematic analysis

The study also integrated technology through Microsoft's Reading Progress Tool that record and automatically produce results in word reading and speed measured in words per minute (WPM). This was used only during progress monitoring during sessions in the intervention.

Data Gathering

This study employs mixed methods approach whereby the researcher collects and analyzes both quantitative and qualitative data within the study.

The baseline data were collected through the conduct of pre-assessment in word reading and comprehension in September 2022. The result from pre-assessment indicated that there were non-readers among grade 7 students. Word reading was assessed through having the students read orally the Phil-IRI 7th grade passage entitled "Sneezing". The text consists of 153 words with 8 items to test comprehension. As the student reads, the teacher marks the errors and notes the total miscues. The Phil-IRI Form 3 is the Grade Level Passage Rating Sheet that is used to record reading time and miscues and responses to the comprehension questions while Phil-IRI Form 4 is the Oral Reading Observation List that indicates the behaviors while reading. Both forms are used in the pre-assessment of initial reading level of the grade 7 students at the before the reading intervention program was implemented in the school year 2022-2023.

The same process was observed in the conduct of posttest after the reading intervention program. Then, a reflexive thematic analysis was employed to gather qualitative data on the experiences of the participants in the reading intervention.

Statistical Treatment

The participants' reading levels in terms of word reading, reading comprehension and reading speed were analyzed through obtaining the mean scores to answer research question 1 while the significant difference between the reading levels of the respondents was analyzed through a paired t-test to answer research question 2.

Research Ethics

This study adheres to the ethical principles by obtaining informed consent through orientation of the participants and their parents or guardians as they were subjected to the reading intervention program that only had interest in helping them develop their reading skills. On the other hand, the teachers who facilitated the reading intervention participated in a SLAC session on teaching the basics of reading and writing before the

implementation of the intervention. The information collected from the participants remained confidential and used only according to the purpose as indicated in the research.

III. RESULTS

This section discusses the study results in determining whether the Project STRIDE Reading Program Intervention could help increase the reading level of non-readers in Grade 7 students in Kapayapaan Integrated School, Calamba City Division.

Table 1. Participants' pre-test reading level in terms of word reading, reading speed, and comprehension.

Variables	Word reading score	Comprehension Score	Reading Speed (wpm)
STUDENT 1	2	0%	3
STUDENT 2	7	25%	14
STUDENT 3	3	13%	5
STUDENT 4	0	0%	0
STUDENT 5	21	13%	25
STUDENT 6	2	13%	3
STUDENT 7	0	25%	0
STUDENT 8	18	13%	22
Mean Score	6.625%	13%	9
Interpretation	Non-reader	Non-reader	Slow

The participants' mean score in word reading is 6.625% which is far below in reference to the 89% for frustration reading level. Similarly, The mean score in comprehension is 13% which is far below the 58% for frustration reading level. The participants read at a rate of 9 words per minute in pretest.

Table 2. Participants' post-test reading level in terms of word reading, reading speed, and comprehension

Variables	Word reading score	Comprehension Score	Reading Speed (wpm)
STUDENT 1	85	63%	78
STUDENT 2	96	88%	95
STUDENT 3	92	75%	90
STUDENT 4	84	75%	74
STUDENT 5	95	88%	105
STUDENT 6	92	75%	88
STUDENT 7	83	88%	71
STUDENT 8	93	88%	104
Mean Score	90%	80%	88
Interpretation	INSTRUCTIONAL	INDEPENDENT	SLOW

The participants' mean score in word reading is 90%; they read at instructional level. The mean score in comprehension is 80% which corresponds to independent level. The participants read at a rate of 88 words per minute in the posttest.



Table 3. Test of Significant Difference of the pre-test and post-test scores in reading level.

Variables	t-computed	t-critical	p-value	Decision on Ho	Remarks
Word Reading	-42.858	2.364	.000	Reject	Significant
Reading Speed	-38.264	2.364	.000	Reject	Significant
Comprehension	-29.375	2.364	.000	Reject	Significant

The results of t-test for the word reading, comprehension and reading speed at .000 p-value reveal significant difference in the reading levels of the respondents before and after the reading intervention program.

Table 4. Participants' responses to the interview on their experience in the reading intervention program

Student 1: "Mabuti nalang po may ganitong turuan ng pagbabasa habang first grading kase kung wala po baka bagsak na ko agad sa card."

Student 4: "Naintindihan ko naman po na kasama ako sa reading program kase hindi ko po talaga kaya bumasa lalo na 'pag nasa klase, e first quarter palang."

Student 7: "Ang hirap lang po na may isa pa pala kong subject na reading pero ok lang po kase nakabukod naman po kame para kameng grade 1, hahaha. Kala ko nga po 'gang 4th grading e"

The responses above indicate that the reading intervention program was held at the right time of the school year.

Student 1: "Yung naintindihan ko po yung isa-sound pala ang letter tapos parang ididikit mo yung sound para makabasa."

Student 3: "Kaya ko na bumasa kase paulit-ulit kami sa pagbabasa."

Student 7: "Dun sa isahang-basa po, yung pinapakinggan ako ng teacher habang nagbabasa ng pang grade 1 tapos grade 2 tapos hanggang grade 7, ginagalingan ko na."

The responses above indicate that the participants' believed the STRIDE reading intervention program helped improved their oral reading and comprehension skills.

Student 2: "Masaya kami naging kaibigan ko na yung iba kase lagi ko sila kasama sa reading center."

Student 5: "Ok naman po kase hindi po magagalitin yung nagtuturo samin, hindi po masungit kahit mabagal magbasa."

Student 6: "Nagpapasalamat po na tinuturuan kami bumasa tsaka may mga papel naman binigay para ipraktis sa bahay."

The responses above indicate a generally positive experience among participants of the reading intervention program.

Student 1: "Yung pagbabasa po na simula sa parang bata ABC sounds tapos pang grade 1 hanggang pang grade 7 na reading na test, maganda po."

Student 6: "The best po yung nagbabasa kami sa computer tapos narerecord kami tapos may score na din."

Student 8: "Yung Microsoft ba yon sir, yung nagvideoo habang nagbabasa, ayun yung natuwa akong activities."

The responses above indicate that the testing included in the intervention was fair and relevant.

IV. DISCUSSION

Addressing the needs of the identified non-readers in grade 7 necessitates that the students relearn the key components of reading that they may have missed in their formative and elementary years. The students must be able to sound out letters of the alphabet, blend sounds to form words, develop vocabulary, and practice oral reading regularly through reading exercises that will lead to the development of their reading skills and enable them to read at a grade level standard.

Following Cognitive Load Theory as the guiding principle in teaching the non-readers or individuals with limited reading abilities, the learning sessions in the reading intervention program were conducted by presenting one idea or concept at a time, ensuring that the non-readers can focus on and process each piece of information without feeling overwhelmed. The participants were offered with structured practice and guidance as they engage with the material. The reading teachers scaffold the learning process by providing support that gradually fades as the participants progress.

The results indicate that participants in the STRIDE reading intervention program showed progress in oral reading, comprehension and reading speed. This implies confidence in performing the learning tasks that involve reading among the participants.

Furthermore, the participants described their experience in the reading intervention program to be timely and relevant. The intervention was conducted from first to second quarter of SY 2022-2023. It was necessary to take immediate action to capacitate the struggling readers so that they could catch up learning the MELCs. The intervention also paved the way to build relationship among participants and their reading teachers. Maintaining harmonious relationship during the intervention was vital to establishing the discipline and meeting the goals of the reading program.

The integration of Microsoft Reading Progress tool was an innovation that kept the learners interested and engaged in reading assessments done gradually during the intervention.

This study affirms that reading proficiency lies in the hand of teachers based upon the successful implementation of reading programs in schools (Cabalo and Cabalo, 2019).

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