

**Republic of the** **Philippines**

**Department of Education**

**REGION IV-A**

**SCHOOLS DIVISION OFFICE OF CAVITE PROVINCE**

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| **IDENTIFYING GAPS IN READING SKILLS AMONG GRADE ONE PUPILS AT LUMAMPONG BALAGBAG ELEMENTARY SCHOOL: A GUIDE FOR READING INTERVENTION STRATEGIES** |
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| **2024** |

**II. Abstract**

Basic reading skills include language, concentration, visual processing skills, auditory processing skills which are important for developing phonemic awareness, memory and reasoning. At Lumampong Balagbag Elementary School, there are at present non-reader, twenty (20) of sounds and alphabets; slow readers were seven (7) for words and simple phrases, moderate reader was only one (1), for simple sentences, slow reader was one (1) and moderate reader was four (4). Sentence with comprehension slow readers were two (2). This study aimed to identify the gaps in reading of Grade One pupils at Lumampong Balagbag Elementary School. Specifically, it sought answers to the following questions: 1. What are the gaps in reading of Grade One pupils at Lumampong Balagbag Elementary School? 2. What reading intervention material may be used to improve the reading competencies of Grade One pupils?

The researchers used the descriptive method of research in this study which was only appropriate to determine the gaps of Grade One pupils in reading at this school. Participants were seven teachers of Lumampong Balagbag Elementary School. Results revealed that there is a need to orient the pupils with the sound of the phonemes so that it would be easy for them to learn the vowels and consonant sounds. This paper presents, the reading intervention material called *One on One and Many* *More* which can be used to upgrade reading skills and break the cycle of reading failure for the grade one pupils.

1. **Acknowledgement**

The researchers would like to thank the following whose contributions to this action research were too valuable:

Mr. Nikki C. Abarentos, our school head for the motivation and support in the undertaking of this action research;

The District Committee, for the opportunity to undertake this important endeavor;

For our families and colleagues who has been very supportive during the conduct of this study.

To our students who has been our inspiration to conduct this study.

To our Almighty God, for the power and wisdom.

MGDM, MDV, & CBV

1. **Context and Rationale**

Basic reading skills include language, concentration, visual processing skills, auditory processing skills which are important for developing phonemic awareness, memory and reasoning. Each of these skills needs to be practiced and applied for a person to become a proficient reader. These skills are developed over a period of many years. It is important that a child learns these skills at an early age because if not, learning will be hampered. This is so because as a teacher, there is a link between learning to read in the early age and the reading skills acquired that are manifested later.

By this, there is a need to learn the art of decoding, another important early skill that allows reading to become easier. Children do this by looking for a small object within a word. The easier a book is to read; the more success a child should have in decoding the words. Usually, these are three- and four-letter words. The goal is that as a child gets older, he or she is reading at grade level with all the basic skills having been developed at an early age.

However, these skills, if not fully developed may result to failure in the future reading skills.

In the Philippine National Achievement Tests (NAT) scores revealed a low Mean Percentage Score (MPS) of 66.33 per cent in 2009 which is near mastery level. Mastery was only at 14.4 per cent among grade 6 students and 1.1 per cent among fourth-year high. According to Quijano, (2015), the main culprit in this result were reading problems.

According to Felazzo (2016), the five principles around which the process of teaching reading revolves are: building relationships, accessing prior knowledge through student stories, developing student leadership, learning by doing, and reflection. These were the principles that have to be followed in determining appropriate teaching materials for reading.

Nyikos (2007) argued that motivation is the most important factor that are affecting language learning use. Learners who are more motivated use strategies more frequently than the less motivated learners. Given the strategies that are applied by good language learners and factors which affect the use of vocabulary learning strategies, teachers can consider examining the factors and select other useful strategies that can be taught to the students. They both are the most valuable data in designing a way to make students aware of strategies. The only way of doing this is by introducing them to the strategy instruction. Learning strategy instruction seems to be the final solution of how teachers can make bad language learners apply the strategies just like the good ones.

Adams *et al* (1998) indicate that a child’s level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success. Yet they also note that “more than 20 percent of students struggle with some aspects of phonological awareness, while 8–10 percent exhibit significant delays. Early intervention is crucial and can make a real difference to students with limited levels of phonological awareness”

At Lumampong Balagbag Elementary School, there are thirty-five (35) total enrolment for Grade One pupils for the academic year 2024. At present there are 0 non-reader, twenty (20) of sounds and alphabets; slow readers were seven (7) for words and simple phrases, moderate reader was only one (1), for simple sentences, slow reader was one (1) and moderate reader was four (4). Sentence with comprehension slow readers were two (2). Thus, the researchers see the need to formulate and innovate materials that will help the learners to enhance their reading skills.

The researchers used *CVC Pattern and Developmental Reading Power as a tool* in identifying the types of reader in Grade 1 class.

1. **Action Research Questions**

This study aims to identify the gaps in reading of Grade One pupils at Lumampong Balagbag Elementary School.

Specifically, it seeks answers to the following questions:

1. What are the gaps in reading of Grade One pupils at Lumampong Balagbag Elementary School?

2. What reading intervention material may be used to improve the reading competencies of Grade One pupils?

1. What is the impact of the reading intervention material used?
2. What will be the future plans or recommendations of this project?
3. **Proposed Innovation, Intervention and Strategy**

This study has revealed that there are gaps to address the pupils with the sound of the phonemes so that it would be easy for them to learn the vowels and consonant sounds. Blending of sounds and the basic sight words are also needed by the Grade One pupils. Most pupils with reading difficulty currently remain in regular classrooms with varying techniques being used depending upon individual school directives and current educational theory. Despite current remedial techniques, the poorer reader tends to remain so throughout the school years. Innovative techniques must be developed in the hope of altering this pattern. This paper presents, the reading intervention material called *One on One and Many* *More* which can be used to upgrade reading skills and break the cycle of reading failure for the grade one pupils. It is a modular material that enables the learner to experience the motivating and reinforcing properties of success through all stages of phonetic and reading skills development. It is a multidisciplinary remedial reading program based on sound behavior and cognitive theories. To undertake the teaching of reading in grade one pupils it will be done during reading time which is 12:30 to 1:00pm with their parents and after class which is 2:30-3:30pm with their teacher.

1. **Action Research Methods**

According to Miles and Huberman (1994) in qualitative study, the data are usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. It involves essences of people, objects, and situations Berg (1989) in Miles and Huberman, (1994).

Wherefore the researchers will use descriptive method to determine the gaps of Grade One pupils in reading English language.

1. Participants and/or Other Sources of Data and Information

Participants of this study will be seven female teachers and thirty-five 35 grade one pupils of Lumampong Balagbag Elementary School.

1. Data Gathering Methods

The researchers will utilize the descriptive method of research in the conduct of this action research. The descriptive method is the most suited design since the purpose of this study is to determine the gaps of Grade One pupils in reading so that in the end, the researchers may come up with solutions such as a reading intervention material for Grade One pupils.

The researchers removed different literatures and some intervention materials in reading to serve not only as background information but also as example. After substantial information was obtained a questionnaire was formulated.

1. Data Analysis Plan

The researchers used the weighted mean to treat the responses of the teacher-respondents in the gaps of the Grade One pupils in reading and used a Likert-Type scale as the one below:

Scale Range Interpretation

4 3.01 -4.00 Strongly Agree

3 2.01- 3.00 Agree

2 1.01 -2.00 Disagree

1 0.01-1.00 Strongly Disagree

1. **Discussion of Results and Reflection**

The results of this action research are as follows:

Table 1

The Gaps in Reading of Grade One Pupils At Lumampong Balagbag Elementary School

|  |  |  |
| --- | --- | --- |
| Needs | Weighted Mean | Interpretation |
| 1. Phonemic awareness | 4.0 | Strongly Agree |
| 1. Practice of CVC words (vowel sound) | 4.0 | Strongly Agree |
| 1. CVCC (consonant sounds) | 4.0 | Strongly Agree |
| 1. Blends | 4.0 | Strongly Agree |
| 1. Basic sight words | 4.0 | Strongly Agree |

1. The number one need of Grade One pupils is phonemic awareness. Sounding off and engaging these sounds to the symbols that represent them is a way to help struggling pupils. Phonemic awareness must be immediately followed by CVC words focusing on the five vowel sounds and then afterwards with the CVCC consonant sounds. Pupils must be able to distinguish the five vowel sounds and be able to associate them with the symbols they represent. Then blends will be easier to teach. In between the lessons, the basic sight words have also to be taught.
2. In line with this, this need a reading intervention material called *Grade One, One on One and Many More* which is consist of learning packets was created by the researchers.

Time is the number one factor in the teaching process. If the teachers let the opportunity to slip away and just tarry on, the time that elapsed cannot be brought back and the opportunity to teach reading to struggling.

From the following findings, the conclusions below were formed:

1. There is a need to orient the pupils with the sound of the phonemes so that it would be easy for them to learn the vowels and consonant sounds. Blends must follow, and basic sight words are also needed by the Grade One pupils.
2. In this, the Grade One, *One on One and Many More* reading intervention material was developed by the researchers.

**Reflections**

Grade One level is the most basic of all the grade levels although in Kindergarten, reading is also taught. However, it cannot be denied the important role of the Grade One teacher in teaching the pupils how to read. It is in this level that whatever competencies the Grade One pupils learned in Kindergarten, are being honed to be ready for Grade Two.

1. **Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives** | **Activity** | **Persons Involved** | **Time Frame** | **Resources** |
| Undertake the teaching of reading to Grade One pupils | Reading Time  Reading after class hours  Take home reading | Teachers, parents, pupils | All year round | Teacher resources  Parent resources |

1. **References**

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1. **Annexes**
2. Demographic Profile (Questionnaire for the teachers)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Questionnaire Proper

For these questions, please use the scale below:

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

1.What are your needs in reading?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Needs | 4 | 3 | 2 | 1 |
| 1. Phonemic awareness |  |  |  |  |
| 1. Practice of CVC words (vowel sound) |  |  |  |  |
| 1. CVCC (consonant sounds) |  |  |  |  |
| 1. Blends |  |  |  |  |
| 1. Basic sight words |  |  |  |  |

**DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST**

I/We, MARIYAM GENEVIEVE D. MOJICA, MAE D. VILLANUEVA &

CRISTINE B. VIDALLON hereby declare that:

1. This research paper is original and all sources used have been properly cited.

2. No part of this work has been plagiarized. This includes copying others' work or using ideas without appropriate acknowledgment.

3. No conflicts of interest is related to this research. A conflict of interest is a situation where personal considerations could have compromised research judgment or conduct.

4. This research is not part of any thesis or dissertation and has not been submitted elsewhere.

I/We understand that:

1. Violations of this declaration may result in consequences imposed by the Department of Education Schools Division of Cavite Province.

2. The Department may take action if any conflict of interest is discovered during review (as per DO 16, s. 2017).



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**DECLARATION OF ARTIFICIAL INTELLIGENCE (AI) TOOL USAGE**

I/We, the undersigned author(s) MARIYAM GENEVIEVE D. MOJICA, MAE D. VILLANUEVA & CRISTINE B. VIDALLON, hereby declare that in the process of creating this work, we utilized the following AI tool(s):

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These AI tools were employed for the following purposes:

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We affirm that:

1. The use of AI tools was limited to the purposes stated above.

2. All AI-generated content has been thoroughly reviewed, critically evaluated, and edited as necessary.

3. We have ensured that the AI-generated content aligns with our intended arguments, data, and conclusions.

4. We have verified the accuracy of any facts, citations, or references produced by the AI tools.

5. The final content of this work reflects our own ideas, analyses, and interpretations.

We acknowledge that while AI tools were used to assist in the creation process, we, the author(s), bear full responsibility for the entire content of this work, including its originality, accuracy, and integrity.

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