

# Alternative Teaching Reading Strategies for Grade V Learners in Panigayan Elementary School

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**Abstract**—This study determined the alternative strategies in teaching reading in distant learning modality. The mixed method was used in this study in which minimum in qualitative method. The participants of this study were sixty (60) grade V learners of Panigayan Elementary School who are enrolled in school year 2020-2021. The grade V learners assessed their reading performance using the Philippine Informal Reading Inventory (Phil-IRI) as well as determined their reading level using the KaBaRo template of the school. The results showed that during the pre-reading assessment 53 learners were categorized in levels 1 – 3 wherein 10 in level 1, 30 in level 2, and 13 in level 3. Moreover, there were only 7 learners belonged to level 4. The different strategies used in teaching reading were modified board games, flash card-based, and reading tutorial videos. After the 10 weeks of reading intervention, post-reading assessment was administered. The result showed that there was an improvement on the reading performance of the participants. There were 9 who belonged in level 2, 10 in level 3 and 41 in level 4. Furthermore, during the focus group discussion, most of the participants preferred to learn reading using modified board games and least preferred to use flashcard-based.

**Keywords**— Distant Learning Modality, Flashcard-based Modified Board Games, Phil-IRI, Reading Intervention.

## I. INTRODUCTION

Reading is a pivotal skill that needs to be developed to all learners. It is the ability to recognize and blend letter sounds to understand its meaning. Moreover, through the DepEd Memorandum No. 402 s.2014 and Administrative Order No. 324, the Department of Education implemented “Every Child A Reader Program” or ECARP which aims to develop an effective design to educate public school pupils with reading skills. There are a lot of strategies that teachers may use in developing the reading skill of their learners. Learners can positively learn and be motivated through effective instructions (Salataci, 2002) whereas ineffective and inappropriate teacher’s instructions may lead to the learner’s low reading performance (Haq et al., 2019).

Moreover, Dewey (1990) believed that children’s education depends on action, therefore they learn better while they are playing and being engaged in practical activities which give them the chance to demonstrate and articulate their thoughts. Additionally, it was stated that employing games could help students learn word families and relatedness because they give them the chance to practise and memorise the terms (Graves, August, & Mancilla-Martinez, 2013). Also, Paperstergion (2009) stated that through games pupils learn more actively and with greater interest which enhanced a

deeper understanding of the learnt content in comparison to a more traditional method of teaching.

Başoğlu and Akdemir (2010) conducted a study on the comparison of undergraduate students’ English vocabulary learning using mobile phones and flash card-based instruction. According to the findings, using a cell phone instead of a more conventional vocabulary learning tool is more efficient. Baleghizadeh and Ashoori (2011) presented a study to observe students’ responses to teaching vocabulary using flash card-based instruction and word lists. But they have got a different result; they found no significant difference in the efficacy of either of the two techniques. A study by Komachali and Khodareza (2012) examined the impact of vocabulary flash cards on the vocabulary knowledge of Iranian pre-university students. The findings indicated that in terms of vocabulary knowledge, the experimental group’s pupils fared better than the control group’s students. Thus, flash card-based may consider to be one of the strategies in teaching reading to learners.

According to Mayer (2001), viewing can involve the high levels of cognitive activity required for active learning, even if it may look passive to the observer: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive”. The content and context of the viewing are both crucial elements for engaging students as active learners. According to Marshall (2002), there are three different ideas that describe how learning can take place through carefully chosen video. These theories are “based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information.” Video is a type of multimedia that simultaneously engages the auditory and visual senses to transmit information. It frequently employs a variety of presentation techniques, such as verbal and visual cues in the case of on-screen text and closed captioning (Mayer, 2001). Hence, the use of tutorial video may also be included in the list of strategies in teaching reading to the learners.

However, during this health crisis, teachers have limited access to develop and assess the reading skill of their learners. Though there are a good number of strategies they may use in teaching reading, it is still difficult and challenging for them to utilize those strategies because of the current situation. Furthermore, Panigayan Elementary School adopted the distant learning modality specifically the use of self-learning module in lieu to the face-to-face instruction. Teachers

encounter different problems to include the teaching reading to learners. Prior to the health crisis, during the conduct of pre-reading assessment using the Philippine Informal Reading Inventory (Phil-IRI) there was an alarming result. Only 25% of the total enrolment of Grades IV-VI belonged to the independent level while 75% were in frustration and dependent level. The Philippine Informal Reading Inventory (Phil-IRI) is an assessment tool of teachers in assessing the reading ability of their pupils that provided by the Department of Education. It measures the reading proficiency level of pupils on word recognition and reading comprehension in English and Filipino, specifically, by getting the percentage of word recognition and correct answers to comprehension questions based on the set of criteria for reading levels.

Reading skill of the learners must not be disregard even in this time of health crisis. Hence, this study aims to determine the effective strategies that teachers may use in teaching reading in distant learning modality. Due to the health protocols and limited access to face-to-face instruction, participants of the this study only catered the grade V learners of Panigayan Elementary School who are enrolled in school year 2020-2021.

#### *Statement of the Problem*

This study attempted to determine the effectiveness of the strategies in teaching reading to Grade V – learners of Panigayan Elementary School in a distant learning modality for school year 2020-2021. Specifically, this study sought to answer the following questions:

1. What are the reading level of the Grade V – learners during the pre- reading assessment?
2. How effective is the use of modified board games, flash cards-based and tutorial reading videos on the reading performance of Grade V – learners?
3. What are the reading level of the Grade V – learners during the post- reading assessment?
4. Which reading strategy is preferred by the Grade V – learners?

## II. METHODOLOGY

### *A. Research Design*

This study utilized the mixed method. Specifically, it is minimum in quantitative method and more of qualitative method.

The researcher utilized the quantitative method in determining the reading level of the participants during the pre-assessment and post-assessment. With this, the frequency and percentage were used.

Moreover, the qualitative method was utilized to know the effectiveness of the modified board games, flashcards-based and tutorial reading videos on the reading performance of the participants. Likewise, it was also used to determine the preferred reading strategy of the participants. Hence, focus group discussion and descriptive analysis were utilized.

### *B. Research Respondents*

The participants of this study were the Grade V - learners of Panigayan Elementary School. Using the total enumeration

sampling, the participants were identified. Hence, all of the 60 Grade 5 learners who are officially enrolled for School Year 2020-2021 were part of this study.

Moreover, the participants were assessed using the Philippine Informal Reading Inventory or known as Phil-IRI. However, they were categorized according to their reading level using the Kasama sa Basa at Laro Reading Level Template. The categories were in four levels; Level 1 – Letter and Sound Recognition, Level 2 – CVC Words, Level 3 – Basic Sight Words, and Level 4 – Sentence Reading. Thus, the participants were grouped and categorized according to their KaBaRo reading level.

### *C. Data Analysis*

#### *Data gathering procedure*

The researcher sought permission from the principal and concerned advisers of Panigayan Elementary School, Isabela Island District, Isabela City Schools Division. They were oriented on the purpose and aim of the conduct of the study. Before the conduct of the study, the parents or guardian of the target participants were given consent letter that explains the purpose of the study and asked for their signature if they will allow their children to be participants of the study. Participants were given too assent form if they are willing to be part of the study.

The participants were assessed using the Phil – IRI tool for pre- reading assessment. Through their result, they were categorized and grouped according to their reading level using the KaBaRo Reading Level. This study had a 10-weeks reading intervention to the participants. Based on the results, the participants were identified and categorized according to their reading level. All of the groups received the same interventions which were the modified board game, flash cards, and reading tutorial videos. The researcher met the participants once a week to provide the three interventions in teaching reading – the use of modified board games, flash card-based, and reading tutorial videos.

After the 10 weeks of reading intervention, the progress of the participants were assessed through administering the post-reading assessment. The Phil-IRI tool was utilized for the post-reading assessment. To know further the effectiveness of the reading intervention, a focus group discussion was facilitated by the researcher. The learners were grouped into 5 members in each FGD. The participants and researcher had 20 minutes in every FGD. The same question was posited in every FGD. After the data were collected, the researcher analyzed the data.

#### *Statistical treatment of the data*

To know the level of the Grade V – learners during the pre- reading assessment, frequency and percentage were utilized.

To show the effectiveness of modified board games, flash cards-based and tutorial reading videos on the reading performance of Grade V – learners, descriptive analysis was utilized.

To determine the reading level of the Grade V – learners during the post- reading assessment, frequency and percentage were used.

To identify the preferred reading strategy of the Grade V – learners, focus group discussion and descriptive analysis was used.

**III. RESULTS AND DISCUSSION**

This research was conducted to determine the alternative teaching reading strategies for Grade V learners in Panigayan Elementary School.

*A. Reading level of Grade V – learners during pre-reading assessment*

Level	Frequency	Percentage
1	10	16.67%
2	30	50%
3	13	21.67%
4	7	11.66%
<b>Total</b>	<b>60</b>	<b>100%</b>

During the pre-assessment reading, Out of 60 Grade V – learners there were 10 learners who belonged to level 1 which is 16.67% of the total participants; 30 or 50% in level 2; 13 or 21.675 in level 3; and 7 or 11.66% in level 4.

*B. Reading Performance of Grade V- Learners after the 10-week Intervention*

After the 10 weeks intervention and using the strategies in teaching reading, the participants have shown progress and development on their reading performance. In level 1, all of the 10 learners can identify letter and letter sound, they can also blend sound. However, in reading the basic sight words, there were 4 learners who cannot read and 6 who can read. There were also 3 learners who cannot read sentences and phrases and 7 who can read it.

For level 2, out of 30 there were 30 who can identify letter and letter sound, as well as blend letter sounds. There were 5 who cannot read basic sight words and 25 who can read it. There were 7 learners who cannot read sentences and phrases, and 23 learners who can read it.

For level 3, all of the 13 learners can identify letter and letter sounds, blend letter sounds, read basic sight words, and read sentences as well as phrases.

For level 4, all of the 7 learners can identify letter and letter sounds, blend letter sounds, read basic sight words, and read sentences as well as phrases.

*C. Reading level of Grade V – learners during post-reading assessment*

Level	Frequency	Percentage
1	0	0%
2	9	15%
3	10	16.67%
4	41	68.33%
<b>Total</b>	<b>60</b>	<b>100%</b>

During the post-assessment reading, Out of 60 Grade V – learners there were 0 learners who belonged to level 1; 9 or 15% in level 2; 10 or 16.67 in level 3; and 41 or 68.33% in level 4.

*D. Preferred reading strategy of Grade V – learners*

Reading strategy	Frequency
Modified board games	40
Flash card	7
Reading video tutorial	13
<b>Total</b>	<b>60</b>

Out of 60 participants, there were 40 who chose to use modified board games, 7 for flash card, and 13 who preferred to use reading video tutorial in teaching reading.

**IV. CONCLUSION AND RECOMMENDATION**

*Conclusion*

During the pre-reading assessment, there were Grade V - learners who belonged to level 1. These are the learners who can recognize letters and letter sound. Most of the learners belonged to level 2 who can blend letter sounds and read CVC but failed to read basic sight words. There are some who belonged to level 3. These are the learners who can blend sound and read basic sight words but failed to read sentences. Furthermore, few of the learners belonged to level 4 who can read sentences and phrases.

There was a 10-week reading intervention conducted to the participants. Using the 3 reading strategies specifically the use of modified board games, flash card-based, and video reading tutorial, the grade V –learners have shown improvements on their reading performance, and these are the following; (a.) learners who cannot familiarize and read letter sounds were able to read CVC words and some of the basic sight words, (b.) learners who find difficult in reading the CVC words can already blend sounds and read basic sight words, and (c.) learners who can blend sounds but failed to read basic sight words can read simple sentences.

A post-reading assessment was conducted after the reading intervention. During the post-assessment, all of the participants can recognize letter and letter sounds. Hence, no one belonged to level 1. Few of the participants belonged to level 2 and some to level 3. Most of the participants belonged to level 4 who can read sentences and phrases. The results showed that there was an improvement on the reading performance of the grade V learners. Furthermore, a focus group discussion was facilitated by the researcher to determine which of the reading strategies is preferred by the participants. During the focus group discussion, most of learners preferred to use modified board games because they were having fun in reading, there were some learners who chose video reading tutorial, and few of the learners preferred the use of flash cards in reading.

*Recommendations*

Based from the findings and conclusion of this study, the following has been recommended:

1. The study delimits to grade V learners, thus, further study must be conducted that will involve other grade level of the school. Likewise, the researcher utilized 3 reading strategies, however, there are lot of reading strategies which may be explored and study in developing the reading performance of the learner.
2. There are other alternative teaching reading strategies that the future researchers with the same field of interest could be

explored of asides from the use of modified board games, flashcard-based, and reading video tutorials.

3. The study focused in one school in which it could be explored and have bigger scope of study. It is hereby recommend that the use of the identified alternative teaching reading strategies may explore to different schools with bigger scope.

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