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RESEARCH ARTICLE

PROJECT ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) and Reading Comprehension Among Grade 5 Pupils of San Roque Elementary School

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Abstract

This study focused on the PROJECT ELL (enhancing learners' literacy skills through audio-visual delivery) and reading comprehension among grade 5 pupils of San Roque Elementary School. Specifically, it aimed to determine the effect of the PROJECT ELL in improving reading comprehension, the pre-and post-test results of the grade 5 learners before and after implementing the intervention, and the intervention's effect size on reading comprehension. This study utilized 13 participants using a single shoot test utilizing total enumeration, particularly frustrated readers. The researcher used a pre-post-test-only design, wherein the learners were identified through the purpose of the study. From the findings, PROJECT ELL greatly assisted the frustrated leaders in improving their reading comprehension skills, specifically in locating and explaining their answers with pertinent information. To reach the highest possible reading comprehension level among frustrated readers, it is necessary to employ various strategies and techniques.

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INTRODUCTION

In the Philippines, the challenge of kids in reading has been introduced previously. Several research suggests that Filipino pupils' reading issues look permanent (Allison et al., 2022). Due to such challenges, reading and literacy teaching have long been the top focus in all Philippine curricula. Umali (2016) and Montalban (2010), labels that reading instruction in the Philippines can be distinguished into two facets: (1) the regular reading class, which is embedded in the standard curriculum, and (2) the remedial reading class, which is a separate subject given to those students who need help in correcting and improving their reading difficulties. The remedial reading class in the Philippines is a pull-out kind as it is not included in the normal reading class of the pupils.

The primary objective of the "Hamon: Bawat Bata Bumabasa (3Bs)" initiative was initiated by DM 173 s. 2019 is to urge all schools to maintain their commitment to producing productive and responsive citizens equipped with the skills and competencies necessary for lifelong learning. This involves developing each learner's ability to read effectively. There was once a program called Every Child a Reader (ECRAP) that aimed to "provide learners with reading skills necessary to develop into competent and independent readers at their grade level." The 3Bs initiative will contribute to the enhancement of that program, according to Education Secretary Leonor Briones.

The Schools Division of Isabela has also launched a project known as "BAWAT BATA BUMABASA," which was established to assist with the 3Bs program. Dr. Madelyn L. Macalling, the head of the school division, came up with these suggestions. Ensuring each student in different schools has access to books is an effective strategy for closing achievement gaps in schools. That is something with which this program agrees. The FLAT (Functional Literacy Assessment Tool) tool was used to create this model. It demonstrates that most pupils who participated in the Phil-IRI pretest had a lower level of proficiency in their crucial stage than the national average. This is a result of the virus that has spread across the nation. Many parents were unable to maintain a reading culture in their homes, which resulted in a decline in the reading abilities of their children as a result.

Because reading is vital, the researcher came up with Project ELL, which attempts to assist pupils in learning to read and developing a passion for it. The recipients will be students in Grade 5 at San Roque Elementary School. With the development of their reading abilities, pupils will be provided with electronic audio-visual and printed reading resources in both Filipino and English that are engaging and enjoyable to read. These reading materials will assist pupils in learning how to read more effectively with the assistance of these tools and resources. Even though they are in Grade 5, San Roque Elementary School students must continue their education, particularly in reading. The COVID-19 epidemic brought about a transformation in how excellent education was given at San Roque Elementary. This is what Leonor Briones, the secretary of the Department of Education, has to say about it. We must ensure that no one is left behind in their educational pursuits.

At San Roque Elementary School, reading skills are also a significant challenge for grade 5 pupils, particularly regarding reading comprehension, with direct assistance from teachers. Only five (5) students in grade 5 received a score of 75 percent or above. As the researcher studied the prior achievements of grade 5 students, the researcher discovered that they consistently struggle with specific test types according to purpose and features, classification, explanation, enumeration, and time order (EN5RC-llc-3.2.1) and analyze how

visual and multimedia elements contribute to the meaning of a text (en5vc-ivD-1.7.1) in English. The researcher predicted that this would also be the location of reading and comprehension for Grade 5 pupils and hence chose to construct an intervention for use in this suggested action study.

Research Questions

This action research determined the effectiveness of PROJECT ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) in enhancing reading skills in distinguishing test types according to purpose and features; classification, explanation, enumeration, and time order (EN5RC-IIc-3.2.1) and analyze how visual and multimedia elements contribute to the meaning of a text (en5vc-ivD-1.7.1) in English of the Grade 5 pupils of San Roque Elementary School. Specifically, it aims to answer the following:

- 1) Is there a significant difference between the participants' mean scores before and after the implementation of Project ELL?
- 2) What is the effect size of Project ELL and reading comprehension among grade 5 pupils?
- 3) What is the perception of Grade 5 Pupils on the effect of Project ELL in distinguishing test types according to purpose and features and analyzing how visual and multimedia elements contribute to the meaning of a text?

METHODOLOGY

Research Design and Participants

The study used a pre-experimental design to see how the proposed intervention would work. Interventions have been proven to improve learners' performance (Pentang, 2021). When collecting data for the pre-experiment, the 13 participants were together as a group. A pre-test and a post-test were given to them. The pre-test was given before Project ELL started, and the post-test was given after one month. A purposive sampling following a total enumeration of 13 Grade 5 students from section Maagap of San Roque Elementary School took part in the research project, where the researcher considered the availability and convenience of the respondents. Moreover, these students need help identifying between exam kinds based on their purpose and characteristics, as well as analyzing how visual and multimedia aspects add to the meaning of a text in their classes. The FLAT scores from the first and second quarters of the study will also be utilized to evaluate the development of the students.

Research Instrument

The reading materials were developed as the research study instrument aligned with the Essential Learning Competencies identified by DepEd for the School Year 2021-2022 and verified by three professionals using Ragma's 2016 test measures and Split-half reliability testing also performed on the materials for its reliability. The instruments were administered to grade 5 pupils in their respective homes while adhering to the standards of IATF and DOH health protocols. Parents' assistance was orientated first to explain their role as resource persons for their children. The importance of being genuine in one's answers to the test was emphasized.

Ethical Consideration

Because the researcher was collecting personal information from the participants, they chose to follow the guidelines of the Data Privacy Act of 2012. The researcher had asked for authorization from the School and District Research Committees to submit their findings to the Division Research Committee for support and approval. Before the experiment

began, the participant's rights were read to them, and then the interviews began. A participant can withdraw from the research at any point throughout the trial. In addition, the researchers took photographs of the individuals whose faces were not visible. The researcher used the Observation Method to ensure a systematic and orderly data collection, which entails obtaining information from the learners.

Data Gathering Procedure and Analysis

To identify each pupil's reading level for each passage, they were given a preset set of criteria to use during the pre-and post-tests. Aspects of this evaluation included the proportion of accurate replies to comprehension questions and the percentage of correct word recognition.

| Oral Reading Level | Word Reading Score (in %) | Comprehension Score (in %) |
|----------------------|---------------------------|----------------------------|
| Independent | 97-100% | 80-100% |
| Instructional | 90-96% | 59-79% |
| Frustration | 89% and below | 58% and below |

Source: Johnson et al. (1987).

The intervention was given in the fourth week of February and concluded in the third week of March. Pupils were continuously observed during the intervention, with a checklist used to track their progress. A week after implementing the intervention, a post-test was given to the pupils using the same procedure as the pre-test. After that, the findings were recorded and examined.

The researcher utilized descriptive-comparative data analysis to compare the participants' performance before and after utilizing PROJECT ELL. A survey questionnaire was adapted and modified from Alayon (2014). Enhancing reading competency of junior high school students via the use of the SQ3R approach (unpublished master's thesis), National Teacher's College in Manila, Philippines, will be utilized to ascertain students' perceptions of the influence of PROJECT ELL. Paired sample t-tests were used to test the significant difference in the Experimental Group's performance.

ETA² - This tool was used to determine the effect size of the PROJECT ELL on the reading comprehension skills in using appropriate graphic organizers in text read. Further, ETA squared will utilize using Cohen's guidelines.

| Relative Size | Effect Size | % of the control group below the mean of the experimental group. |
|---------------|-------------|--|
| | 0.0 | 50% |
| Small | 0.2 | 58% |
| Medium | 0.5 | 69% |
| Large | 0.8 | 79% |
| | 1.4 | 92% |

The 5 points Likert Scale will be used to interpret Grade 5 pupils' perception of the effect of PROJECT ELL on using appropriate graphic organizers in a text read from the adapted and modified survey research questionnaire.

| Mean | Verbal Description |
|-------------|----------------------------|
| 4.51 – 5.00 | Strongly Agree |
| 3.51 – 4.50 | Agree |
| 2.51 – 3.50 | Neither Agree nor Disagree |
| 1.51 – 2.50 | Disagree |
| 0.00 – 1.50 | Strongly Disagree |

RESULTS AND DISCUSSION

This portion showed the results and discussion of the PROJECT ELL (enhancing learners' literacy skills through audio-visual delivery) and reading comprehension among grade 5 pupils of San Roque Elementary School.

Table 1. The result of the Grade 5 learners' Reading Comprehension Pre-test and Post-Test

| Scores | Average Score | Comprehension Score (in %) | Reading Level |
|-----------|---------------|----------------------------|---------------|
| Pre-Test | 8.77 | 43.85% | Frustration |
| Post-Test | 15.69 | 78.46% | Instructional |

The results of the fifth graders' Reading Comprehension Pre-test and Post-Test are shown in Table 1. The table revealed that the Grade 5 learners' average pre-test result is 8.77, with a comprehension score of 43.85 percent. It indicates that the performance of fifth graders in reading comprehension distinguishing text types according to purpose and features is at the frustration level, indicating that fifth graders had difficulty distinguishing text types, particularly text classifications, explanations, enumerations, and time orders on the various important elements of the text.

Meanwhile, the average score of the Grade 5 learners in the post-test is 15.69, and the comprehension score is 78.46%. It indicates that the performance of fifth graders in reading comprehension when distinguishing text types according to purpose and features is at the instructional level, indicating that the intervention used in reading to distinguish text types, especially text classifications, explanations, enumerations, and time orders on the various important elements of the text, helps the grade 5 learners to comprehend the text to advance their reading level from frustrating to instructional. Thus, good reading comprehension remains the most important tool for school learning. Every subject requires the processing of texts, their further elaboration, and assimilation to maximize frustration and enhance instructional reading comprehension (Prestoza, 2022).

Table 2. Pre-Test and Post-Test Results and Mean Difference

| | Average Pre-Test Score | Average Post-Test Score | Mean Difference |
|---------|------------------------|-------------------------|-----------------|
| Grade 5 | 8.77 | 15.79 | 7.02 |

The mean difference between the pre-test and post-test during the intervention is presented in Table 2. The average pre-test score is 8.77, and the average post-test score is 15.79, resulting in a mean difference of 7.02. This indicated that their performance improved significantly between the pre-test and post-test administered during the intervention's implementation. This suggests that the intervention implemented with the grade 5 learners will enhance their reading comprehension. Based on Alayon (2014)

findings, reading teachers should maintain and secure running records from pre-test to post-test to provide proof of the improvement of each student's reading comprehension.

Table 3. Test on the Significant Difference of the Pre-Test and Post-Test of the Grade 5 learners.

| Variable | Computed t value | Critical Value | P value at 0.05 | Remark |
|---|-------------------------|-----------------------|------------------------|-----------------|
| Pre-Test and Post-Test of the Grade 5 Learner | 7.988 | 1.796 | 0.097 | Not significant |

Table 3 displays the statistical analysis results of the significant difference between the group's pre-test and post-test. The table showed that the calculated value of 7.988 exceeds the critical value of 1.796, and since the p-value of 0.097 exceeds the significance level of 0.05, the result is insignificant. As a result, it is crucial to employ various strategies and techniques to achieve the highest reading comprehension level among frustrated readers; however, the intervention employed greatly improved the reading comprehension skills of frustrated fifth-grade students.

In light of the findings, as to the research conducted by Habagat (2012), to achieve the full reading comprehension skills of a learner, the pedagogical skills and strategically competent instructional materials must cater to the learners' full potential to enhance their comprehension as to what they are reading.

Table 4. The Effect Size of the PROJECT ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) and Reading Comprehension among Grade 5 Pupils

| Effect Size (Cohen's d) | Verbal Description |
|---|---------------------------|
| Project ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) | 0.549 Medium Effect |

This table illustrates the intervention's impact on fifth-grade reading comprehension. This demonstrates that the calculated effect size is 0.549 and is described verbally as a "medium effect size." The group performed better following the intervention. This indicates that the intervention was successful but could have been more effective. This indicates that the expression "It takes a village to raise a child" inspires the expression. According to Arnigo (2018), by devising a comprehensive mode of teaching techniques, students will engage to the extent of their attention, curiosity, interest, optimism, and passion when learning or teaching using audio-visual delivery that translates to the level of motivation and comprehension in reading.

Table 5. Perception of the Grade 5 Learners on PROJECT ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery)

| Statements | Mean Rating | Verbal Description |
|---------------------------------------|--------------------|---------------------------|
| My learning is made more interesting. | 3.85 | Strongly Agree |
| I can be more imaginative. | 3.78 | Strongly Agree |

| | | |
|--|-------------|-----------------------|
| During class discussions, I acquire confidence in my ability to respond to queries. | 3.58 | Strongly Agree |
| It is a test of my ability to think deeply when I can tell the difference between different types of tests based on their purpose and characteristics and when I look at how visual and multimedia elements help make a text more interesting. | 3.63 | Strongly Agree |
| It was only a short time before previous lectures were linked to the new lessons. | 3.88 | Strongly Agree |
| I quickly devised ideas for separating tests based on their purpose and features and looking at how visual and multimedia elements help make a text more interesting. | 3.97 | Strongly Agree |
| Through the PROJECT ELL, I'm learning how to read text and graphs better. | 3.77 | Strongly Agree |
| PROJECT ELL helps me quickly find and explain my answers with relevant information | 3.99 | Strongly Agree |
| I learned more about using purpose and features and looked at how visual and multimedia elements help make a text I'm reading. | 3.83 | Strongly Agree |
| I know how important it is to use purpose and features and look at how visual and multimedia elements help make a text I read. | 3.97 | Strongly Agree |
| Average Mean Rating | 3.82 | Strongly Agree |

Table 5 displayed the opinions of fifth-grade students regarding PROJECT ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery). With a mean rating of 3.99 and a verbal description of "strongly agree," the table revealed that after the intervention, the Grade 5 students in PROJECT ELL could quickly locate and explain their answers with relevant information, receiving a rating of "strongly agree." Furthermore, an average rating of 3.82 or "strongly agree" suggests that Grade 5 students could locate and explain their answers with pertinent information.

In that vein of reasoning, Blaschke (2014) states, internet and TV programs as one medium of instruction in teaching and learning enable students to extend their language and audio-visual learning from classrooms to extracurricular environments. Using various audio-visual apparatuses to obtain their language learning resources, like the English programs of news broadcasts, documentary films, interviews, soap operas, and films. They are all excellent language learning materials.

CONCLUSION

It is hard to design and devise strategic instruction for intervention to identify existing problems inside the classroom setting. There are many endless variables to consider that cannot bring and can significantly impact student engagement and subsequent retention of learning. In this study, the researcher concludes that Project ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) is effective as it gauges the performance of fifth graders in reading comprehension, where they are at a frustration level. Instructional level in pre-test and post-test, and the result showed no significant difference between the post-test and pre-test of the grade 5 learners. In reading, it is necessary to implement appropriate methods and techniques in teaching and learning. Moreover, more extensive data should be considered to gather and compare in identifying and determining each student's strength and difficulty in reading comprehension.

RECOMMENDATION

Based on the study's findings, the following recommendations are required:

1. The teachers might utilize this strategy to genuinely examine each student's reading comprehension development following the intervention.
2. Aside from audio-visual delivery, other instructional pedagogy to enhance the literacy skills of frustrated readers is highly recommended.
3. Project ELL (Enhancing Literacy Skills of Learners through Audio-Visual Delivery) should be implemented in school to enhance reading comprehension and maximize the reading difficulty of identified frustrated and non-readers.

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