

# Pupils' Reading Achievement and Innovative Reading Strategies: Basis for Enhanced Implementation of School Reading Program

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## Abstract

Difficulties in developing reading skills in the early grades can lead to severe academic difficulties throughout pupils' schooling. Literacy is one of the strongest predictors of academic success. This study aimed to determine the pupil's reading achievement before and after the reading program implementation. A quasi-experimental using one group pre-test and post-test design was used. The results revealed that the pre-test scores reflect that most pupils scores at least 70 in the level 3. This means that most of them have evaluative level. Similarly, 10 and 50 scores were tallied in the literal and inferential levels. Moving on in the posttest, the average scores of pupils have increased in the evaluative level posting the score of 100. It also increases in the literal (79 scores) and inferential (88 scores). There was a significant difference in the pre-test scores ( $M=43.33$ ) and post-test scores ( $M=89.00$ ) of the reading level of pupils ( $t\text{-comp}=10.66 > t\text{-critical}=4.30$ ). It was concluded that the average scores of the pupils increases in the three levels after the SHARP program was implemented. Majority of the pupils' scores belonged to evaluative level which requires the ability to the pupils to move beyond the text to consider what they think and believe in relation to the message in the text. The reading assessment scores of pupils in the pre-test and the scores after the implementation of the SHARP reading program is not the same as reflected in mean scores wherein post-test assessment has higher mean compared to the pre-test. Using the SHARP program as reading intervention is effective to improve the reading scores of the pupils. Furthermore, the teachers may sustain the program to further increase the assessment scores of the pupils. The school heads and teachers in every school may linkage for the budget to finance the reading materials and snacks for the beneficiaries.

*Keywords:* pupils, reading achievement, innovative, reading strategies, school reading program

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## 1. Main text

### 1.1 Introduction

Early reading proficiency problems might cause serious academic problems later on in a student's academic career. One of the best indicators of academic success is literacy. Children who struggle with reading when they first start school typically continue to do so. We are all aware that reading is a great way to learn anything. The most essential skill necessary for the majority, if not all, academic learning and academic achievement in school is the ability to read fluently (McKown, 2007).

According to Taylor & Pearson (2004), elementary learners learn to read in a variety of settings, including their "homes and communities," in addition to "school." As a result, the school program is made to help slow and non-readers get off to a successful start in learning to read through intense and methodical parental participation that is organized through the school.

Making connections between the material in the text and the reader's existing knowledge is another important aspect of reading that goes beyond simply getting meaning from a book. According to this perspective, reading is an interaction between the reader and the text that entails an active cognitive process and strongly relies on the reader's past knowledge to aid in comprehension. In all school divisions for both public and private schools, a reading program has been established. This will guarantee that students' reading abilities will advance. In order to ensure that students at every grade level have the necessary reading skills, the DepEd (Merto, 2019).

Every school must have a high-quality deliberate instructional component before developing a reading program. A greater emphasis on successful reading programs has been placed in numerous educational environments as a result of reading deficiencies and low achievement. Additionally, a successful reading program should focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension (Coker et al., 2018). Students can achieve more in all subject areas by reading and writing more. As a result, these abilities were created as fundamental capabilities for all pupils.

Elementary school-level research has been done on students who struggle with reading but yet manage to pass their courses and read below grade level expectations (Merto, 2019). They are frequently labeled as reading performance failure students. The expectations for students' reading proficiency were initially kept modest and then gradually raised (Adapon & Mangila, 2020). However, only a small amount of material has been referenced that focuses on enhancing reading proficiency utilizing a localized reading program.

Thus, the researcher would like to know the pupil's reading achievement before and after the implementation of the school reading program. The result was the basis to enhance the reading program towards effectiveness.

## **1.2 Literature Review**

For students to succeed in reading, parents and teachers play a crucial role. Pelegrin et al. (2006) found that parents of struggling readers are less likely to employ successful home reading education strategies. According to research, kids who had parents who spent less time reading were more likely to struggle with reading in school (Mc Mahon, 2010).

Teachers are aware that when parents are interested in their children's education, students do better. Higher test and grade results, better attendance, higher levels of completed homework, greater drive, and a more optimistic outlook are all advantages of family involvement (Darch, Miao, & Shippen, 2004). A youngster will thrive if their parents show an interest in their schooling.

Over the past 20 years, family literacy has been a key component of early childhood education (Huang & Doleis, 2007). Research shows a connection between children learning to read and homes that promote reading. Senechal and LeFevre discovered that parent involvement in reading instruction was directly connected to emergent literacy in a five-year longitudinal research (as cited in Resetar, Noel, & Pellegrin, 2006, p. 242).

However, it is not just the responsibility of English teachers to teach reading. Reading instruction

should be given by teachers of other subjects. Robinson (1975) also holds strongly to these views because of this. According to him, secondary school instructors typically do not see themselves as having any responsibility for imparting reading comprehension or study skills. Subject teachers have been reluctant to take on the role of leading the reading study skills characteristic area for a number of reasons, including their tendency to believe that these skills should be taught by someone else in a different setting (p3).

Reading instruction, task learning, a love of reading, and reading practice all take place in schools as integral parts of the overall educational experience. Every school aspires to provide reading skills to both its students and its teachers. But not all of them will guarantee that their kids' reading skills improve. This might be as a result of the significant differences in credentials and skills of reading teachers between schools, both in terms of quantity and quality. For instance, well-trained teachers can increase kids' reading comprehension and speed provided the school provides them with adequate resources and refresher courses for their staff.

Qualified librarians can encourage and invite children to read more outside of the classroom if the schools use a variety of engaging library books. If children can locate engaging reading content, their reading comprehension will increase and be better developed (Nuttall, 1982). Several academics have advocated using the library to increase reading comprehension and speed (Hedge, 1984; William, 1984).

Students notice and identify the selection when making predictions by examining the title, the picture (if one is available), the vocabulary, the syntax, and other linguistic components of the text. Students come up with questions in reaction to it that lead them to their next choice of the book and it's whole. During this phase, the teacher helps the students identify the text selection and observes the important words that enable them to infer the text's overall meaning. The teacher also helps students come up with questions, have discussions, and express their hypotheses about each text selection (Erliana, 2011).

### **1.3 Statement of the Problem**

Generally, this study aimed to determine pupil's reading achievement and innovative reading strategies. Findings served as basis to enhance the school reading program. Specifically, it sought to answer the following:

1. What is the reading level of the pupils during the pre-test and post-test assessment?
2. Is there a significant difference in the pre-reading and post-reading assessment scores?
3. What English innovative reading strategies should be developed to aid slow and non-readers?

### **1.4 Discussion of Results and Reflection**

This section dealt with the presentation, analysis, and interpretation of data taking consideration on the research questions which sought to answer the main problem of the research. The data were sequentially presented below in the form of tables for the systematic and comprehensive analysis.

#### **1.4.1. Reading Level of the Pupils**

**Table 1. Reading Level of the Pupils**

Reading Level	Pre-Test Average Scores	Post-test Average Scores	Description
Level 1	10	79	Literal
Level 2	50	88	Inferential
Level 3	70	100	Evaluative

Table 1 shows the reading level of pupils through the average scores in three categories. The pre-test scores reflect that most pupils scores at least 70 in the level 3. This means that most of them have evaluative

level. Similarly, 10 and 50 scores were tallied in the literal and inferential levels. Moving on in the post-test, the average scores of pupils have increased in the evaluative level posting the score of 100. It also increases in the literal (79 scores) and inferential (88 scores). This means that average scores of the pupils increases in the three levels after the school program was implemented. It can be inferred that majority of the pupils' scores belonged to evaluative level which requires the ability to the pupils to move beyond the text to consider what they think and believe in relation to the message in the text. It is at this point that pupils are required to justify their opinions, argue for a particular viewpoint, critically analyses the content and determine the position of the author in the selection read.

#### ***1.4.2. Difference in the Pre-Reading and Post-Reading Assessment Scores***

**Table 2. t-test Analysis on the Pre-test and Post-test of Reading Assessment Scores**

Source of Variation	Mean	t-computed	t-critical	Interpretation
Pre-Test Scores	43.33			
		10.66	4.30	Significant
Post-Test Scores	89.00			

\*= 0.05 Level of Significant

Table 2 exhibits the t-test analysis on the pre-test and post-test of reading assessment scores. As shown, there was a significant difference in the pre-test scores ( $M=43.33$ ) and post-test scores ( $M=89.00$ ) of the reading level of pupils ( $t\text{-comp} = 10.66 > t\text{-critical} = 4.30$ ). The result has strong evidence to reject the hypothesis, since significant difference was existed. This means that a significant difference existed on the assessment scores of pupils in reading during the pre-test and post-test. The reading assessment scores of pupils in the pre-test and the scores after the implementation of the school reading program is not the same as reflected in mean scores wherein post-test assessment has higher mean compared to the pre-test. This implies that using school reading program as reading intervention is effective to improve the reading scores of the pupils.

#### ***1.4.3. Innovative Reading Strategies***

**Storytelling.** In order to help pupils understand the subject matter, teachers sometimes narrate stories while using puppets, storyboards, or real objects. Opportunities are given for students to interact with the story and learn some fundamental listening and reading skills. Activities that can be done after storytelling include role-playing or recounting the tale.

**Home Reading.** For students to enjoy reading independently and to practice and integrate the skills and methods they have learned, teachers must provide them uninterrupted time. At their level of independent reading, students read books. Teachers choose books for students to read at home with the help and support of their parents or guardians. Students put their newly acquired techniques and abilities into practice. The given letter books review and consolidate the sounds that were taught in class, whereas the little books review and solidify the linguistic patterns that were taught.

Parents and reading volunteers help in reading in school. One of the most significant factors influencing how children learn to read is reading in the family. Parents can learn to assist their children by altering their conversational engagement in accordance with the support their children require as readers, despite the fact that some parents may feel that reading is too tough to teach at home. Inefficient readers frequently do not have the chance to read in a setting that supports or fosters the reading process. However,

when children have the chance to read with their parents' assistance, they are offered a supportive environment for reading, a model for the reading process, and a parent's undivided attention (Baker & Moss, 2001).

### ***1.5 Conclusion***

The average scores of the pupils increases in the three levels after the reading program was implemented. Majority of the pupils' scores belonged to evaluative level which requires the ability to the pupils to move beyond the text to consider what they think and believe in relation to the message in the text. It is at this point that pupils are required to justify their opinions, argue for a particular viewpoint, critically analyses the content and determine the position of the author in the selection read.

The reading assessment scores of pupils in the pre-test and the scores after the implementation of the school reading program is not the same as reflected in mean scores wherein post-test assessment has higher mean compared to the pre-test. Using the school program as reading intervention is effective to improve the reading scores of the pupils.

### ***1.6 Recommendation***

1. Since the school reading program has an impact to the reading performance of pupils, the teachers may sustain the program to further increase the assessment scores of the pupils.

2. The school program improves the assessment scores of the pupils in the post test compared to the pre-test, thus it is suggested that school heads and teachers in every school may linkage for the budget to finance the reading materials and snacks for the beneficiaries.

3. Further studies may be conducted considering the level of implementation, stakeholders support and parents capability.

### ***1.7 Action Plan***

Objectives	Activities	Persons Involved	Target Date	Materials and School Supplies Needed	Budgetary Requirements	Source of Funds	Possible Result
Inclusion of Reading strategies training for Teachers	Conduct SLAC for teachers focusing on reading strategies	School heads Teachers Researcher	July 2023	Training materials Food provision	2, 000.00		100% of the teachers will be trained
Time Management	Develop an activity plan and schedule of activities	School heads Teachers Researcher	July 2023	Training materials Food provision	1, 000.00		100% time management of the activities and sessions in Reading
Disseminate the significant results of the study for reference and basis for other initiated programs and strategies in the development of reading program	Orientation with the Schools Division Superintendent and the Division Senior Education Program Specialist in Research about the significant	Researcher, Schools Division Superintendent, Senior Education Program Specialist in Research	July 2023	Summary of Findings, Bond papers and Printer Ink	1, 000.00		The SDS and SEPS in Research were acquainted of the significant findings of the study. The action plan was presented for acceptance and implementation

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